DOCUMENT RESUME

ED 129 343 JC 760 504

TITLE Status Report for the North Central Association.
INSTITUTION Chicago City Colleges, Ill. Chicago City-Wide Inst.
PUB DATE May 76
NOTE 92p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Adult Education; City Wide Programs; College Administration; Community Colleges; *Community Service Programs; Delivery Systems; *Educational Alternatives; *Junior Colleges; *Program Descriptions
IDENTIFIERS Chicago City Wide Institute; *Noncampus Colleges

ABSTRACT

This report was prepared in conjunction with the application for accreditation status of the Chicago City-Wide Institute (CCWI) as a unit of the City Colleges of Chicago System. CCWI is an innovative, non-traditional, community-service oriented college, operating as a college without walls in cooperation with other units of the Chicago system. Its goal is to serve the many adults who can benefit from higher education. CCWI, depending upon the types of programs at issue, manages directly, or supervises, or coordinates programs that transcend the capabilities of the traditional campuses. The educational mission of CCWI is carried out through its four major divisions: the Service Institutes, the Center for Open Learning, Special Programs, and Continuing Education-Community Services. Focal points of this report are: (1) the educational programs of CCWI; (2) a statement of clientele served; and (3) human, physical, and financial resources available. An analysis of the strengths and concerns of CCWI is included. Appendices include Board of Trustees reports, program summaries, general education (adult education) offerings, and a list of agencies cooperating with CCWI. (Author/JDS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED129343

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

STATUS REPORT

FOR THE

NORTH CENTRAL ASSOCIATION

PREPARED BY
CHICAGO CITY-WIDE INSTITUTE
PART OF CITY COLLEGES OF CHICAGO

MAY, 1976

JC 760 504

TABLE OF CONTENTS

Page Numbers

PREFACE i

CHAPTER ONE - THE EDUCATIONAL PROGRAMS

I. DEVELOPMENT AND PURPOSE 2

II. THE STRUCTURE OF THE EDUCATIONAL PROGRAM 3

III. THE SERVICE INSTITUTES DIVISION 4

A. The Human Services Institute 4-6

B. The Public Service Institute 6-8

C. The Health Services Institute 8-9

D. Center for Program Development and the Handicapped 9

IV. CENTER FOR OPEN LEARNING 10

V. SPECIAL PROGRAMS DIVISION 11

A. College Acceleration Program 11

B. Overseas Program 11

VI. CONTINUING EDUCATION-COMMUNITY SERVICES DIVISION 12

A. Growth of Programs and Population Served 12-14

B. Present and Emerging Relationships to the City-Wide Institute 14-15

VII. CITY-WIDE COORDINATION OF EDUCATIONAL SERVICES AND COOPERATIVE EDUCATION CONSORTIUM 16

A. Testing and Assessment 16

B. Cooperative Education Consortium 16

CHAPTER TWO - CLIENTELE SERVED

INTRODUCTION 17

I. THE SERVICE INSTITUTES DIVISION 19

A. Human Services Institute 19

B. Public Service Institute 19-20

C. Health Services Institute 20

D. Center for Program Development and the Handicapped 20-21

TABLE OF CONTENTS (Continued)

Page Numbers

II. CENTER FOR OPEN LEARNING 22

III. SPECIAL PROGRAMS DIVISION 23

- A. College Acceleration Program 23
- B. Overseas Program 23-24

IV. CONTINUING EDUCATION-COMMUNITY SERVICES DIVISION 25-26

CHAPTER THREE - HUMAN, PHYSICAL AND FINANCIAL RESOURCES

I. ADMINISTRATION 27-29

- A. The Service Institutes Division 29-30
- B. Center for Open Learning 30
- C. Office of the Dean of Faculty and Special Programs 30
- D. Overseas Program 30
- E. Continuing Education-Community Services Division 31
- F. Office of Student Support Services and the Cooperative Education Consortium 31
- G. Office of Business and Operational Services 31

II. FACULTY 33-34

III. PHYSICAL RESOURCES 35

- A. Administrative Quarters 35-36
- B. Space on the Campuses 36
- C. Space Made Available by Cooperating Agencies 36
- D. Programs for Special Clientele 36
- E. Prospects for the Future 37

IV. LEARNING RESOURCES CENTERS 38

V. FINANCIAL RESOURCES 39-40

STRENGTHS AND CONCERNS 41-43

TABLE OF CONTENTS (Continued)

APPENDIX

I. BOARD OF TRUSTEES REPORT - June 4, 1974

II. BOARD OF TRUSTEES REPORT - November 4, 1975

III. BOARD OF TRUSTEES REPORT - April 6, 1976

IV. PROGRAM SUMMARIES

Human Services Institute

Public Service Institute

Health Services Institute

V. GENERAL EDUCATION (ADULT EDUCATION) OFFERINGS

VI. CONTINUING EDUCATION CERTIFICATES OF RECOGNITION

VII. LIST OF AGENCIES COOPERATING WITH THE CHICAGO CITY-WIDE INSTITUTE

VIII. POLICY STATEMENT CONCERNING ADJUNCT APPOINTMENTS

PREFACE

A first report on the scope and purpose of the Chicago City-Wide Institute as a unit of the City Colleges of Chicago system was prepared in November 1975 for the Illinois Community College Board. This addendum to that Report has been prepared in conjunction with the application for accreditation status from the North Central Association of Colleges and Schools. The two documents address themselves to the topics recommended by North Central in the preparation of the status study.

The Institute must be seen as a logical development in a multi-campus urban system which, in its Master Plan of 1974, identified adults and special clientele as well as innovative delivery systems as important priorities of its educational program.

As Chicago has been planning its City-Wide Institute, we are heartened by the fact that other cities with urban multi-campus systems have felt the need to develop units of a similar nature. Kansas City has established Pioneer College; Los Angeles has activated a Commission on New Dimensions and expects to establish the tenth unit of its system; Orange County is exploring the feasibility of establishing a new non-traditional unit of Coast Community College. These developments may represent a new horizon in the community college movement and a step further in the mission of bringing higher education to all those who can benefit from it.

Salvatore G. Rotella
President
Chicago City-Wide Institute

CHAPTER ONE

CHAPTER ONE

THE EDUCATIONAL PROGRAMS

INTRODUCTION

I. DEVELOPMENT AND PURPOSE

II. THE STRUCTURE OF THE EDUCATIONAL PROGRAM

III. THE SERVICE INSTITUTES DIVISION

  A. The Human Services Institute

  B. The Public Service Institute

  C. The Health Services Institute

  D. Center for Program Development and the Handicapped

IV. CENTER FOR OPEN LEARNING

V. SPECIAL PROGRAMS DIVISION

  A. College Acceleration Program

  B. Overseas Program

VI. CONTINUING EDUCATION-COMMUNITY SERVICES DIVISION

  A. Growth of Programs and Population Served

  B. Present and Emerging Relationships to the City-Wide Institute

VII. CITY-WIDE COORDINATION OF EDUCATIONAL SERVICES AND COOPERATIVE EDUCATION CONSORTIUM

  A. Testing and Assessment

  B. Cooperative Education Consortium

INTRODUCTION

The Chicago City-Wide Institute is an innovative, non-traditional, community service oriented college. Its campus is the entire Community College District No. 508 of the State of Illinois which is coterminous with the boundaries of the City of Chicago. To a large extent the Institute functions as a college without walls; its goal is to serve the many adults who can benefit from higher education so that they might function better in a complex and interdependent post-industrial society.

The Chicago City-Wide Institute is the ninth unit of the Community College system of the country's second largest urban area and it must be understood and evaluated in that context. As such, it has been created to make maximum use of limited resources in a manner that augments and transcends the capability of the seven traditional campuses and the other new unit, the Chicago Urban Skills Institute.

The Chicago City-Wide Institute operates in cooperation with the other units of the College system and also as an autonomous unit. The Institute takes full advantage of the centralization and decentralization features inherent in a multi-campus system which until recently has grown through discrete units established to serve specific geographic areas of the district.

I. DEVELOPMENT AND PURPOSE

New in concept and scope, the Chicago City-Wide Institute has emerged from the consolidation of a variety of educational programs, some with a long and distinguished history. The Board of Trustees of the City Colleges of Chicago created the Institute for City-Wide Programs on June 4, 1974 to administer a number of educational programs that functioned across campus lines and had a district-wide participation (See Appendix). These programs were: the College Acceleration Program; the Human and Public Service Institutes; the Overseas Program; and two newly established units -- the Health Services Institute and the Center for Program Development and the Handicapped. The process of program consolidation and integration that began with the creation of the Institute for City-Wide Programs culminated in November 1975 with the establishement of the Chicago City-Wide Institute. Management of programs such as TV College and Study Unlimited, previously under the Learning Resources Laboratory, and the responsibility for the coordination and administration of programs in Continuing Education - Community Services for the entire district were transferred to it at that time.

The Chicago City-Wide Institute seeks accreditation from the North Central Association of Colleges and Schools as it has sought recognition from the Illinois Community College Board and the Board of Higher Education of the State of Illinois: as a unit of a multi-campus system "which functions autonomously in relation to certain programs and operates through and in cooperation with other units of the system for other programs...". It serves its clientele through both traditional and non-traditional programs, coordinating and supervising activities of district-wide relevance.

II. THE STRUCTURE OF THE EDUCATIONAL PROGRAM

The Institute is responsible for an educational program that is extensive and diverse. The extent of its responsibility varies and is dependent on factors such as the type of clientele served, delivery systems, and the state of program development. In the first months of operation the Institute staff has divided programs into three categories: managed programs, supervised programs, coordinated programs. Each category has practical ramifications that extend to student jurisdiction, awarding of credit, hiring and retention of faculty and relationships with outside agencies.

For the Managed Programs the Chicago City-Wide Institute is directly responsible for spending funds allocated to it in the City Colleges of Chicago budget. It supervises the educational process of the students, serves as the point of contact for outside agencies, secures the physical resources, enrolls the students directly, and collects fees, claiming the State of Illinois' reimbursement to which it is entitled.

For the Supervised Programs the Chicago City-Wide Institute requisitions faculty from a campus for a specific purpose and period of time. The physical resources belong to a campus or an outside agency. The Chicago City-Wide Institute sets up parameters of operation for the program and represents the College system to outside agencies. With the assistance of the Institute, the registration of students and the collection of fees are conducted by the campus involved, which claims the appropriate State reimbursement.

For the Coordinated Programs the Chicago City-Wide Institute has limited responsibility for the educational process of students. The faculty are campus-based but coordinated by the Institute which may participate in decisions involving hiring, retention or utilization. The Institute monitors the program, assists in making appropriate changes and makes the curriculum available district-wide.

The educational mission of the Institute is carried out through four major divisions: the Service Institutes, Open Learning, Special Programs, and Continuing Education-Community Services. The structure is multi-dimensional allowing for the integration of clientele and program content, in terms of both traditional and new academic disciplines, and also delivery systems. The Service Institutes are responsible for programs that are discipline as well as clientele oriented. Open Learning is primarily concerned with the delivery system. The Special Programs division is strictly clientele oriented. Continuing Education-Community Services can be best described as operating at the converging point of several dimensions. It serves a clientele with programs especially oriented to its needs where the content and the delivery method can be traditional or non-traditional.

III. THE SERVICE INSTITUTES DIVISION

This Division is responsible for the development and supervision of career and special clientele programs in four major units of operation. The Human Services Institute and the Public Service Institute have an established national reputation. They have been responsible for extensive and unique curriculum innovations in the last decade. The Health Services Institute is a new unit. Under the guidance of the Divisional Dean and with the support of the other units it is in the process of establishing its own role. The purpose of the Center for Program Development and the Handicapped is to extend the benefits of higher education to a hitherto ill-served or neglected segment of the community. Conversely, the Center provides the necessary leadership within the City Colleges to attract and "mainstream" handicapped persons.

A. The Human Services Institute

The main function of the Human Services Institute is to manage, supervise and coordinate career-oriented certificate and degree programs at various campuses. It is actively involved in curriculum development and operates numerous specially funded projects. Four child-care centers which serve as laboratory settings for students in human services programs function under the guidance of the Institute. Designed to fit a New Careers Model, the educational programs of the Institute serve both "pre-service" and "in-service" clientele. The Institute is responsible for the operation of advisory committees for the various programs. Such advisory committees, composed of professionals, laymen, and representative paraprofessionals, guide program development and progress for all participating campuses.

The typical two-year degree Associate in Arts program in human services is made up of thirty hours of general education courses, thirteen to fifteen hours in child development or social service core courses and the balance of specialized courses in an area of concentration. Practicums beginning at four hundred hours are an integral part of degree programs, and first-hand experience is part of the specialized courses.

1. The Associate in Arts Degree Program provides two years of college work including general education and specialized courses which prepare students for immediate employment and also serve as the first two years of work towards a bachelor's degree. Certificates of completion are awarded in the appropriate sequence.

2. Two-year Certificate Programs are non-degree college programs for persons who wish to acquire particular employment skills and to meet educational requirements for positions requiring two years of college.

3. One-year Certificate Programs are for persons who already possess an Associate in Arts degree or its equivalent, and who wish to prepare themselves for work in an area of specialization.

4. Career Readiness Programs are less intensive programs designed for persons not immediately able to undertake college academic work but

interested in improving their educational and vocational status. They are appropriate either as preparation for entrance into the college level programs or as preparation for entrance level positions not requiring college training.

5. Specialized Courses - Single courses in special areas of practice are offered for practitioners or laymen who are interested in acquiring certain skills and practical knowledge but who do not wish to undertake a full program of study.

The Human Services Institute provides training for employment in child care programs, education and education-related programs, and in social service and social service-related programs.

Among the child care programs are:

1. The Residential Child Care Program for aides in residential facilities such as hospitals which deal with physically handicapped, mentally retarded, emotionally disturbed or socially maladjusted children;
2. The Day Care for Preschool Children Program which prepares persons to serve as teachers or directors of day care centers for preschool children; and
3. The Foster Family Day Care Program which prepares people to care for children in licensed foster homes.

The education and education-related programs prepare students to function as aides to teachers in Head Start and other preschool education centers, in elementary classrooms, and special education centers caring for children with special handicaps. They also prepare school-community representatives serving as liaison between the school, the parent and the community.

The social service and social service-related programs prepare individuals for positions as:

1. Family welfare aides who work under the supervision of caseworkers in providing direct care to client families of public and private agencies;
2. Youth work aides who assist trained group workers and community organizers in recreational and other group work programs;
3. Community aides who work in community programs helping neighborhood groups seek solutions to their problems;
4. Mental health associates who work as aides or associates in mental health settings in hospitals, community centers or outpatient clinics; and
5. Recreation program leaders with youth serving agencies such as parks and settlements.

The Human Services Institute is presently engaged in the development of three additional programs:

1. A Counselor Aide Program for people who assist in performing routine duties, record keeping, data assembling and advising students in a variety of school settings;

2. A Geriatric Aide Program for aides to work with older adults in residential, therapeutic or recreational group care settings; and

3. A Homemakers Program to help prepare students for jobs in social agencies assisting families with ill parents.

In addition to its educational programs the Human Services Institute administers special programs on contract from the local, state or federal government. Over two thousand persons have been trained for the City Head Start Program. The Co-Plus Model Cities Educational Upgrading Program trains over two hundred paraprofessionals each year. One hundred trainees are involved in the Day Care Aide Training Program funded by the City of Chicago. Eight-week seminars have been offered since 1971 to over three hundred foster parents, a project that is conducted cooperatively with the Illinois Department of Children and Family Services.

B. The Public Service Institute

Established in 1967, the Public Service Institute is a clientele-oriented unit. Its purpose is to provide educational opportunities to government agencies in the Chicago area. The Institute has three specific goals: to develop and administer two-year programs leading to careers in the public service; to review, revise and expand in-service opportunities for public employees; to conduct necessary research for curriculum development and explore the potential role of two-year colleges in education for the public service.

The degree programs of the Public Service Institute consist of three parts: the general education core (thirty hours), the public service core (fifteen hours), and the occupational core (fifteen hours).

The public service core, designed to provide the student with the basic skills required in a large public service delivery system in a metropolitan setting, involves the following courses:

Sociology 201 - Introduction to the Study of Society
Sociology 202 - Urban Sociology
Psychology 201 - General Psychology
Psychology 211 - Social Psychology
Political Science 205 - Public Administration

The occupational core consists of courses directly related to specific job performance and especially developed for each program in cooperation with the academic department with which the program has subject matter affinity.

For educational purposes the duties performed by employees in the public service have been divided into six broad categories:

1. administrative services
2. technical and engineering services
3. public safety (including criminal justice)
4. health services
5. social services
6. educational services

Each of these categories lends itself to special public service programs aimed at education and training for positions at the entry or middle-management level. Each program can serve a single agency or a cluster of agencies with functional affinity. Thus, the Institute, in close cooperation with government agencies, can offer programs that provide the student with general education as well as the specific training required to occupy civil service positions.

Many of the programs developed by the Institute have been directed towards in-service training, although the pre-service function will ultimately be given more emphasis. In-service programs serve immediate needs. They build on existing employee skills, on existing experience in public service, and can be designed to reflect the needs of a particular agency at a particular time. Despite their value in upgrading and in preparing people for better positions, however, in-service programs have a limited function. Putting to use the full resources of community colleges in education for the public service requires the continued development of pre-service programs.

Since the Public Service Institute was reorganized under the Chicago City-Wide Institute, several of its programs have been expanded to include classes on more than one campus. Currently programs in Fire Science and Technology, Foodservice Sanitation, Instrumentation, and Law Enforcement are being offered at Southwest, Olive-Harvey, Wright, Loop and Kennedy-King Colleges.

A multi-campus activity poses a variety of new problems. The Public Service Institute is working out a standard procedure which will become the operational model for program planning in the future. Paramount among the new problems are budgeting and fiscal coordination and records-keeping and registration. Since many of the Public Service Institute programs are offered on site (e.g. Fire Academy, Metropolitan Sanitary District Processing Plant, etc.), coordination with registrars' offices is particularly critical.

The Public Service Institute has a full range of certificate and degree programs in:

1. Criminal Justice with specialization in law enforcement, probation, corrections, and private police services;

2. Fire Science and Technology;

3. Architecture and Engineering;

4. Civil Technology; and

5. Environmental Control Technology

Certificate programs are currently offered in:

1. Building Code Enforcement
2. Building Maintenance
3. Clerical Skills
4. Executive Development
5. Executive Secretary
6. Foodservice Sanitation
7. Library Technology
8. Management and Supervision
9. Ornamental Horticulture
10. Public Health Service
11. Tax Technology and Accounting

The Public Service Institute works closely with a variety of governmental agencies and its programs have become an integral part of the training process for a large number of local employees. In most cases, the employer is an active participant in this process, as in the cases of the Probationary Police Officer Training Program at the Police Academy and the Fire Science and Technology Program. Formal agreements exist with certain governmental units for the training of employees and for the preparation of clients to pass city examinations, as in the case of the Foodservice Sanitation Program established and operated jointly with the Chicago Board of Health and the National Institute for the Foodservice Industry.

C. The Health Services Institute

The Health Services Institute was organized in October 1974 to provide city-wide coordination of existing City College health programs and to develop and coordinate new health programs and projects.

There are currently fourteen distinct health related career programs approved and listed in the City Colleges' catalog. Some are offered at more than one campus and the largest is the Associate Degree Nursing Program offered at five campuses each of which has a Director of Nursing.

A coherent description of city-wide coordination for these existing health programs is beginning to evolve. Health occupations are developing rapidly and the educational needs are so many that the development of new programs and projects is only limited by creativity, time pressures, and budget. Possible areas of development include the design and implementation of new allied health training programs for traditional paraprofessional fields, e.g. medical record technicians, physician's assistants. The opportunity to develop special programs to meet recognized community needs is challenging. Programs for on-the-job training, in-service, or up-grade opportunities are needed for many levels of health care workers. Cooperative planning with hospital and health facilities to provide such educational programs for their employees is a growing function of the Health Services Institute.

Currently, the Health Services Institute manages the Emergency Medical Technician Program, a five-credit hour certificate course which is held on-site at four locations, running approximately three sections per location per year. It also manages specific, discrete health-related courses which are offered on-site at specific agencies and are part of general offerings which students may apply toward degree programs. Courses offered most often are medical terminology, medical or dental office procedures, and beginning anatomy or biology courses. Each semester from three to eight such courses are available.

D. The Center for Program Development and the Handicapped

The broadest purposes of the Center are to assist the City Colleges of Chicago to open all its education-training resources (conventional and non-conventional, for college credit and for non-college credit) to those urban-based handicapped students who have long been denied convenient access to the full use of community college education, and to assist in the development of education-training programs for paraprofessionals in rehabilitation.

The Center does not have a faculty and is not an education-training unit. Rather it is a coordinating unit whose function is to assist the City Colleges of Chicago to use existing educational student support and community services resources. It does not intend to compete with existing programs or to duplicate them. It will encourage and support the initiation of programs where they do exist and the optimum use of the programs which do.

The activities of the Center can be divided into three categories each with measurable objectives:

1. Educational Services - thirteen measurable objectives have been identified in this category, including the design and implementation of an on-campus micrographics training program at Olive-Harvey College for both able-bodied and physically handicapped students, and the coordination of training of instructors teaching adult basic education at eighteen rehabilitation facilities in the Chicago area;

2. Student Support Services - twenty-three measurable objectives have been identified in this category ranging from the implementation of instructional material centers for blind students at three campuses to a comprehensive survey of the architectural aspects of all City Colleges of Chicago campuses;

3. Community Services and City Colleges of Chicago Faculty and Staff Training - eleven measurable objectives have been identified which range from the establishment by the Center of a twenty-four member citizens' council to the design of a workshop for City Colleges of Chicago faculty and staff on issues related to the handicapped.

The units in the Service Institutes Division cooperate in several ways. More cooperation and integration of efforts is of paramount importance. Under the leadership of the Dean of the Institutes, cooperation has extended to other divisions including Open Learning and Special Programs. Where appropriate, the resources of one Institute are exercised in the service of the clientele of another. Since the Health and Human Services Institutes are primarily concerned with curriculum development, the Public Service Institute will make greater use of their programs in providing service to governmental agencies. Such cooperation will result in maximum utilization of resources and higher quality programs.

IV. THE CENTER FOR OPEN LEARNING

The Center for Open Learning has structured its program into three major categories: TV College and Courses by Newspaper and Radio; Study Unlimited and GED-TV; and CCC 3 (Instructional Television Fixed Service). The distinguishing characteristic of this division is its use of technological and mass media delivery systems. While TV College has been in existence for over twenty years, the CCC 3 Program was put into operation at the beginning of 1976. Some programs follow the traditional semester college credit system, while others such as Study Unlimited and GED-TV are self-paced and individualized open-entry programs.

TV College offers courses each semester in such a pattern that a student can satisfy a substantial amount (if not all) of the requirements for an Associate in Arts degree. It has had a long and important history in higher education in Chicago and in the nation. With changes in the demand for education, its offerings have stablilized at about four to five credit courses per semester. Production has been reduced to a minimum and greater use is being made of materials produced by other institutions. Cooperative efforts on a nation-wide basis for production of high quality broadcast material will continue.

Diversification in Open Learning's programs began in 1973 with the organization of the video-cassette program, Study Unlimited, which uses the courses produced by TV College and offers them on a self-paced basis through the cooperation of the Chicago Public Library. In 1974, the first radio course was produced. In 1975 the video-cassette program was made available to the Air Force overseas and to correctional facilities in Illinois. That same year, in cooperation with the Chicago Tribune and the University of California, San Diego, the Institute's Educational Development Office and the Center for Open Learning coordinated Courses By Newspaper. This series will be continued into the next academic year. Recently a new activity was undertaken with the Catholic Archdiocese's Instructional Television Fixed Service Network (CCC 3) by offering GED and adult education courses to centers that can receive the network's signal. All City Colleges of Chicago campuses are being wired to receive this signal and an extensive program on the campuses and in local communities is planned for next year.

Finally, the Institute's Educational Development Office and the Center for Open Learning, in cooperation with the local Public Broadcasting System station, WTTW-Channel 11, have developed college courses around certain television programs. In 1975 a history course was developed around the series The Ascent of Man and a literature course around the Classic Theatre series. In 1976, the same occurred with the Adams Chronicles series which will be repeated along with Classic Theatre during the coming academic year. Also this year, for the first time in Chicago, the Kentucky GED series was aired as a cooperative venture of the City Colleges of Chicago, WTTW, and the Chicago Public Library.

The Center for Open Learning makes courses available through Study Unlimited at various locations served by other units of the Institute. In 1975, in cooperation with the Educational Development Office, the Public Service Institute, the Chicago Civil Service Commission, the Chicago Police Department and WTTW, the Center for Open Learning produced a program to prepare persons taking the civil service examination for entry into the Chicago Police Department. Development of a state-wide model for delivering vocational training to seventy disabled home-bound students is another of the cooperative innovations initiated by the Center for Open Learning and the Center for Program Development and the Handicapped with the State of Illinois' Division of Vocational Rehabilitation.

V. SPECIAL PROGRAMS DIVISION

This division is basically clientele oriented. Through the cooperation of outside agencies, it brings City College courses to special clienteles who cannot attend the campuses. The delivery system on the whole is traditional.

A. The College Acceleration Program

The purpose of this program is to bridge the gap between high school and college. Courses are offered at about fifty participating high schools, to college-bound seniors who wish to begin doing college level work in their last year of high school.

Two new components have been added recently to the College Acceleration Program: the Career Education Program which helps high school seniors explore or start career programs and the Three Year College Consortium which, through counseling, aims at helping students complete college three years after graduation from high school. Students in the College Acceleration Program are encouraged to avail themselves of non-traditional programs offered by the City Colleges and most of them participate in the CLEP testing. The concept that capable high school students in Chicago should be able to earn college credit through the community college while completing high school requirements has a history of over a quarter of a century. The first such course started at Chicago's Steinmetz High School in the 1940's and was offered through Wright College. In the Spring of 1976 this program is offering a total of seventy courses, thirty-nine in the social sciences, fifteen in literature and humanities, and sixteen in career education.

B. The Overseas Program

Since 1969 the City Colleges of Chicago has been cooperating with the military in Europe and has offered a variety of courses and programs at bases that extend from Oslo, Norway to Ankara, Turkey. The original agreement with the U.S. Air Force has recently been extended to the Army and discussions are under way for extending the program to the Navy on board ships and at naval bases in the Mediterranean.

The Overseas Program presently provides associate degrees, certificates, and single courses in the following areas: Art, Data Processing, Merchandising and Marketing, Mid-Management, Office Skills, Real Estate and Small Business. Programs in transportation and health will be started in the Fall of 1976. This semester over one hundred seventy courses are offered in the Overseas Program.

Under contract with the Air Force, arrangements have been made to provide TV courses via cassettes at remote military locations for servicemen and women who cannot avail themselves of the regular courses. Over one hundred students are enrolled in such courses this term.

VI. CONTINUING EDUCATION-COMMUNITY SERVICES DIVISION

The uniqueness of the community college within higher education is its close, interactive relationship to the community. Within that relationship is the capacity to respond, in traditional and non-traditional ways, to the educational needs and aspirations of a wide variety of community groups. Through the continuing education-community services sector with its many and widely varied courses, workships, conferences and other learning activities, the community function of the community college takes its fullest meaning.

The operational objectives of continuing education-community services within the Chicago City-Wide Institute are:

1. to help both concerned individuals and citizen groups gain skills, knowledge and resources to understand and survive the complex problems - economic, social, educational, environmental, and political - confronting them in our urban society;

2. to initiate new kinds of programs to meet the educational needs of the educationally deprived, women, minorities, older adults, and other groups or segments of our urban society with special needs or problems;

3. to respond to requests for professional and technical groups for brief in-service programs related to new knowledge and skills for more effective service to the community;

4. to assist the interested lay person in gaining "basic literacy" with regard to new developments in science and technology;

5. to broaden and deepen citizen knowledge and understanding of major contemporary issues in national and world affairs; and

6. to increase individual awareness and appreciation of the rich and varied resources in the arts - the performing arts, fine arts, architecture, films, contemporary writing - available in the Chicago area and to stimulate the development of latent talents for creative self-expression.

A. Growth of Programs and Populations Served

Continuing education within the City Colleges of Chicago has proved effective and responsive to the problems, needs and interests of various groups and communities. The continuing education program which began in 1968 at Wright College with six non-credit courses and an enrollment of approximately one hundred students, now offers some five hundred and fifty one-credit general education courses each semester to over sixty thousand adults through seven colleges in two hundred and sixty community locations.

There are now eight broad groups of courses ranging from liberal studies to community development in which a student can receive a certificate. Each certificate program consists of nine continuing education units (See Appendix).

In addition to the broad certificate areas, each of the seven colleges has developed programs to meet the interests and needs of its community. Thus, Southwest College, with a large second and third generation Polish, Lithuanian and Irish American population, offers courses in several languages. Since the community is largely one of homeowners, there are widely-attended real estate and home repair courses. Again, in response to the community (which is located near Midway Airport), courses include an aviation ground school.

Malcolm X College, serving primarily Black and Latino westside communities, offers various new courses, semester by semester, which relate to these groups. Presently they are offering a course on The Black Experience which focuses on historical, economic, political and other aspects of Black culture. Recently, they have offered a course entitled Crossroads to Africa. In response to Latino interests and needs they are offering Nuestra Communidad, a series of sessions in Spanish, which deal with locally-defined problems in consumer affairs or landlord tenant relationships. A new Latino Counseling Center has also been established which offers English as a Second Language.

Mayfair College which works closely with a Citizen Advisory Committee for General Studies has developed a wide range of courses for its diverse population which includes Spanish-speaking and European newcomers, American Indians and Appalachians who are new to the city, and many long-time residents, including a large number of older adults. Among their many courses are: Jewish History and Culture, American Indian History, International Culture and History: Greece, Citizens Rights and Responsibilities, Psychology of the Later Years and Senior Citizens Groups which consider health, tax, social security and other problems encountered by older adults.

Wright College which has the largest (over twenty thousand) adult continuing education clientele serves a northwest side area which includes many of Chicago's older ethnic groups. As a result, along with a broad program of self-development and vocational courses, they offer Neighborhood City: Trips to Ethnic Communities, and Greek, Italian, German, Gaelic, Polish and other language courses. Wright College has also developed a city-wide handicapped program serving the deaf, blind and mentally-retarded populations.

Grants received from the American Issues Forum are making it possible to videotape outstanding courses including an older adult bicentennial course How Our Country Has Changed, 1776-1976 and The American Indian Experience, in which Indians of a variety of ages and backgrounds share their views of history and current issues.

With the advent of modest Illinois Community College Board Community Service "seed money" Grants in 1972-73, the resources of the community, the colleges and other community agencies have begun to be brought together in new and effective ways to help citizens face some of the problems of urban living. Since 1972, the Center for Continuing Education-Community Services has managed to develop a number of unique programs for hard-to-reach adults including several which have made use of weekend residential learning experiences as well as other kinds of educational activities. One of these programs Peer Group Education and Counseling has been developed with and for low-income Black women in public housing, who are heads of households. Through twice-yearly residential weekends and weekly informal group sessions the women develop an agenda of common family, community and self-development problems, and draw upon the practical knowledge and experience of group members as well as other community and college resource persons to find ways to cope. Many of these women not only report changes in relationships to family and neighbors but also complete the G.E.D., decide on careers and take college programs.

Among the other City-Wide Institute community service projects which deal with health, housing, consumer and other problems in new ways are: Community Leadership for Heart Disease Prevention, in which local Black and Latino leaders have participated in eight-week workshops designed for their communities. They have joined with project staff, community health organizations and the Chicago Heart Association in follow-up programs to alert thousands in their communities to the number one inner city health problem of heart disease; a Senior Housing and Environment Project through which older adults have become involved with their neighbors in housing, environment and other legislative and action efforts to help make city neighborhoods more livable; and a Food Coop Project which has used consumer and coop organization courses, audio-visual materials in Spanish and English, and a coop newspaper to help low and moderate income consumers in various parts of the city organize and maintain food buying clubs and shop more wisely.

After evaluating these and other projects for the Illinois Board of Higher Education, Dr. Gunder Myran of Rockland Community College and a consultant team concluded:

> "The best future for Illinois community colleges is represented by programming which permits the college to reach vertically into the social structure to serve persons in the lower socio-economic strata, and horizontally to identify and develop new educational missions in the community. Through the public service program, Illinois has moved into a leadership position in the country in the area of community service."

B. Present and Emerging Relationships to the City-Wide Institute

In November 1975, the Continuing Education-Community Services units of the City Colleges, each with a Dean or Director, a small support staff and a faculty consisting of over 1,000 instructors, were brought together under the coordination of the Vice President of the Chicago City-Wide Institute. In the case of the Center for Continuing Education-Community Services of Loop College, the Dean of Continuing Education and the staff of the Center's Community Service projects were transferred directly to the Chicago City-Wide Institute. The purposes of bringing these units into close coordination are:

1. to share promising course offerings and community service projects;
2. to establish a single system of budgeting and accounting;
3. to determine an equitable use of resources and facilities;
4. to develop new programs for areas and groups within the city as yet unserved.

Although the Continuing Education-Community Services Division serves an important function by making the college resources available to adult members of the community, it also has other present and potential value to the Chicago City-Wide Institute:

1. Continuing education-community service projects are often used by adults as a bridge into part-time or full-time programs at the Institute.

2. Continuing education and outreach projects often make people in the community aware of the Institute.

3. Courses and projects developed with community groups and agencies can help the Institute as a whole to plan new curricula and service responses to the community.

4. These community-related programs increase the communication between the Institute and community agencies and groups.

5. Community service programs can help the Institute gain experience and skills in working with new and "hard-to-reach" clientele.

VII. CITY-WIDE COORDINATION OF EDUCATIONAL SERVICES AND COOPERATIVE EDUCATION CONSORTIUM

The Chicago City-Wide Institute serves as a basis for district-wide programs which help the student achieve his or her educational goals by assessing and recognizing previous experience for its academic relevance, or by utilizing work situations as part of the educational process. The first activity is the responsibility of the Office of Student Support Services, the second of the Cooperative Education Program.

A. Testing and Assessment

The Office of Student Support Services has been designated as the National Occupational Competency Testing Institute (NOCTI) testing center for the City Colleges of Chicago. The College Level Examination Program (CLEP) examination will soon be transferred to this office. Credit for non-traditional activity will be recognized only in conjunction with an identified program of study at the City Colleges. This principle is already in operation with the CLEP testing, since students can used credit earned through such tests only after having completed twelve hours of course work with the City Colleges.

B. Cooperative Education Consortium

The Cooperative Education Program is operated by the Chicago City-Wide Institute for all the campuses of the City Colleges system. It is funded by a federal grant. The purpose of this program is to integrate classroom activities with work experience in industry, business, government or other service occupations. Students who enroll in the Cooperative Education Program are guided in the selection of a career field. A staff counselor assists the student in selecting a job. Each campus has its distinctive program, while the Chicago City-Wide Institute fosters cooperation with employers, coordinates efforts among various volunteer institutions and agencies, and promotes cooperation among the campuses.

Twelve courses involving cooperative work experience in different areas have been approved by the Illinois Community College Board and are in the process of being implemented with provisions for each student to receive up to six hours of credit Kennedy-King College has enrolled thirty-seven students in one six hour class for the Spring semester 1976. Four campuses are planning coop offerings for the Summer 1976, while offerings are planned at all campuses for the Fall of 1976.

CHAPTER TWO

CHAPTER TWO

CLIENTELE SERVED

INTRODUCTION

I. SERVICE INSTITUTES DIVISION
   - A. Human Services Institute
   - B. Public Service Institute
   - C. Health Services Institute
   - D. Center for Program Development and the Handicapped

II. CENTER FOR OPEN LEARNING

III. SPECIAL PROGRAMS DIVISION
   - A. College Acceleration Program
   - B. Overseas Program

IV. CONTINUING EDUCATION-COMMUNITY SERVICES DIVISION

CLIENTELE SERVED

INTRODUCTION

To attempt a precise profile of the total clientele served by the Chicago City-Wide Institute is a difficult task. In separate reports each administrative unit will present a detailed picture of the clientele it serves. The picture that will be presented here will be a purely impresssionistic one. The Institute has participated in the registration of students, but all registrations have eventually been processed through one of the seven campuses of the City Colleges system. Such cooperation with the campuses will continue in the future. Through accreditation, however, the Institute will register and maintain records for the students in special programs where the involvement of the other campuses in the educational process is minimal or non-existent.

Table I gives a summary of enrollments in the various units of the Institute by program category.

In terms of registration and traditional student services, Institute students can be distributed along a continuum. At one end is the student who enrolls directly within an Institute program and may never attend the campus at which his records are kept. Overseas students would fall into this category. At the other end of the continuum is the student who enrolls at one of the seven campuses in a program that is coordinated by the Institute.

An impressionistic picture of the students for whom the Institute has substantial responsibility will be further refined by dividing the students into two categories: those in regular college credit programs and those served by continuing education-community services projects.

TABLE I

SUMMARY ANALYSIS OF FALL TERM, 1975 ENROLLMENTS FOR CHICAGO CITY-WIDE INSTITUTE

ACADEMIC DIVISIONS	ENROLLMENTS MANAGED BY CCWI	ENROLLMENTS SUPERVISED BY CCWI	ENROLLMENTS COORDINATED BY CCWI
I. Center for Open Learning			
TV College	429	1200	
Study Unlimited	478	213	
II. The Institutes			
Public Service Institute	3588	829	2413
Human Services Institute	65		4330
Health Services Institute	171		
III. Special Programs			
CAP	1921		
Overseas	2401		
	9053	2242	6743

SUMMARY ANALYSIS OF SPRING TERM, 1976 ENROLLMENTS FOR CHICAGO CITY-WIDE INSTITUTE

ACADEMIC DIVISIONS	ENROLLMENTS MANAGED BY CCWI	ENROLLMENTS SUPERVISED BY CCWI	ENROLLMENTS COORDINATED BY CCWI
I. Center for Open Learning			
TV College	750	1975	
Study Unlimited	176	248	
GED-TV	3400		
CCC 3 (ITFS)	196		
II. The Institutes			
Public Service Institute	3812	969	3070
Human Services Institute	60		4402
Health Services Institute	120	200	
III. Special Programs			
CAP	2187		
Overseas	2622		
	13,223	3392	7472
IV. Continuing Education	35,000		

I. SERVICE INSTITUTES DIVISION

Each unit in the Service Institutes Division has special clienteles depending on the program offered. The Human Services Institute concentrates more on program coordination, supervising and managing programs only to a limited extent. Programs in the Public Service Institute are divided into three categories with heavier emphasis on those managed. It is too early to predict the pattern that will emerge for the Health Services Institute. The Center for Program Development and the Handicapped functions as the advocate of a category of students hitherto marginal to the campus and as such somewhat neglected.

A. Human Services Institute

The Human Services Institute serves: (1) full-time students enrolled through the campuses who are interested in a career program; (2) employed paraprofessionals who are returning to college to upgrade their skills or to qualify for advancement in their field of employment; (3) women who have completed their child rearing responsibilities and are seeking a "second career;" (4) agency personnel who are provided released time to attend special training classes; and (5) special groups, such as foster parents, who are interested in special topics of concern to them. In addition to the students whose primary involvement in a college is through the Human Services Institute, the Institute courses serve the general college student as electives, and the nursing students through the Human Growth and Development sequence. The nursing students also utilize the Child Development Centers at the colleges for learning experiences with the normal child as a focus. Major agencies served through employee participation in training are Model Cities/Chicago Committee on Urban Opportunity, Headstart, Department of Children and Family Services of the State of Illinois, day care centers, and the Chicago Public Schools. Most of these students attend on a part-time basis.

Depending upon the general situation with regard to State funding and opportunity for expansion, a doubling of the enrollment in Human Services by the end of six years seems a realistic estimate. This increase would be a result of opening up new career program areas (Developmental Disability, Mental Health, Gerontology) while maintaining present programs at current or slightly increased levels.

B. Public Service Institute

The majority of students served in programs offered by the Public Service Institute are either employed by government agencies or are interested in preparing for government employment. Other students fall into a second group: those for whom a public agency is interested in offering training. This category includes, for example, the restaurent owners and managers enrolled in the Foodservice Sanitation Program. Enrollment in a particular program follows hiring patterns within that area of public service. The new emphasis on the employment of women and minority group members in the Chicago Police Department, for example, has made a correlative change in the composition of the student body in the Probationary Police Officer Training Program.

The majority of students in public safety services, including fire science and criminal justice, are male and Caucasian. Similarly, the majority of students in engineering and technical programs, including building code enforcement, civil technology and ornamental horticulture, are also male. In federal upward mobility programs, however, such as the Federal Careers College Program and the Postal Services Program, participation is overwhelmingly by women, many of whom are minority group members. The same is true of the employee development segment of the Cooperative Program with the Health and Hospitals Governing Commission of Cook County. In other programs, particularly those aimed at a mid- and upper-management level, including the Executive Development Program and the Management and Supervision Program, the student population is much more mixed in terms of both race and sex.

The nature of a particular program may define the age group which participates in it. As part of the Urban Progress Center Program, for example, some courses are offered specifically for high school students in cooperation with the Model Cities Youth Project. Similarly, in the program designed for nursing students at the Cook County School of Nursing the average age of the students is twenty-two years.

The majority of students are working adults, many of them at a stage in their lives at which they are expecting promotion. This is not always true, however: some architectural and engineering programs have graduated students in their late sixties and at the point of retirement. One of the best examples of the diversity of the student body served by the Public Service Institute is provided by the students in the Foodservice Sanitation Program. Participants range from managers of expensive restaurant chains to owner/managers of single fast-food operations. Some speak English only as a second language and need both tutoring and educational materials in their native language.

C. Health Services Institute

The Health Services Institute currently serves a very small clientele compared with programs offered by other units. This clientele consists almost without exception of health care workers employed in health care settings, many of them in paraprofessional positions. Most are not in degree-seeking programs of study, but are likely to need the course work offered for direct job-related reasons. Most are in their mid-twenties or older.

Discussions are underway with several adjoining community colleges on possible cooperative sponsorship of programs in health content fields. Such cooperative programs would be particularly feasible in health because of the cost factors and scarcity of clinical sites. Such cooperative ventures will have impact on enrollment figures in the next six years but it is as yet too early to see what that effect might be.

A projected expansion will greatly broaden the constituency being served. Degree-seeking students will be widely represented, as well as those who now make up our student population. Insofar as possible, considerable on-site offerings will continue to be a focus, thus enabling employed health career personnel to further their education.

D. Center for Program Development and the Handicapped

During last year the Center for Program Development and the Handicapped served one thousand six hundred and nine individuals. The services are provided with the Center coordinating the other Chicago City-Wide Institute and City Colleges of Chicago programs and units.

These students represent not only the handicapped person, but also some paraprofessionals training in the field of rehabilitation and some faculty, staff and community personnel. The majority of the students, nevertheless, are handicapped persons. No disability group has been neglected (the deaf, the severely physically impaired, the educable retarded, the blind, etc.) and no setting has been overlooked (the home-based or institution-bound, the campus student, or the handicapped student attending courses in localities where adult basic education or GED are offered).

The Center has been highly successful in relating to some units and programs of the City Colleges of Chicago. However, there are numerous other units still to be approached on behalf of handicapped students. The basic aim in all these efforts, of course, is to increase student enrollment and to assist students once enrolled to cope with the college environment.

A basic assumption upon which future development is predicated is that faculty and other staff can modify negative attitudes towards the disabled where they exist. Therefore, the Center is now in the process of enlisting assistance in designing an in-service workshop for faculty and staff dealing with values concerning the disabled. It is anticipated that if positive attitudes towards the potentials of the handicapped student can be inculcated on a broad basis, then the enrollment and support of handicapped students will expand at a high ratio by the third or fourth year of the Center's existence.

II. CENTER FOR OPEN LEARNING

The students served by the Center reside throughout the entire district. Students outside the district are served through special arrangements with cooperating agencies and with prior permission of the Illinois Community College Board. In some cases, arrangements are made for other districts to use courses offered through the Center for Open Learning. When the GED-TV offering was planned in cooperation with WTTW-Channel 11, major effort was made by the staff of the Institute to include in the planning all the community college districts within reach of the Channel 11 signal.

Students who enroll in Open Learning courses are generally persons who cannot attend the campuses. Prisoners in several Illinois institutions have been served for many years through TV College. Because of work commitment, firemen, and in some cases, policemen, find it convenient to enroll in courses offered through Open Learning. Adult education courses and especially GED-TV represent a first step on the part of the Center for Open Learning to reach that large segment of the population that could be characterized as disadvantaged, i. e. those individuals who have been left out of the mainstream of the educational system.

Studies show that success in open learning courses correlates directly with motivation on the part of the student. As the recent Ascent of Man and Adams Chronicles series have shown, the quality and popularity of the program offered may also have a significant impact. Finally, success correlates with the supportive services accompanying the course. The latter factor is suggested by the experience of the Center for Open Learning with the GED course which has had extensive support from participating libraries, the Chicago Urban Skills Institute, and Study Unlimited. Through these institutions and programs, counseling and other supportive services have been made possible through special grants from the State of Illinois.

III. SPECIAL PROGRAMS DIVISION

A. The College Acceleration Program

This Spring the College Acceleration Program serves two thousand one hundred and seventy-eight students in seventy classes at thirty-seven different high schools in the Chicago area. Ten of these are public high schools and twenty-seven are private high schools. Schools range from the elite Catholic girls school in the Rogers Park community on the far northside - St. Scholastica, to the all Black lower class public high school on the far southside - Calumet High School. Almost any mix of students, age, race, ethnicity, income levels, or sophistication levels can be observed in between.

Worthy of some attention are schools like De La Salle Institute, a racially mixed working class and lower professional socio-economic high school in the mid-south area. Cathedral High School is a racially mixed high school of both boys and girls organized as an adjunct to the Cardinal's Holy Name Cathedral in the near north downtown area for students from all over the Chicago area. Here Vietnamese mix with Blacks, Latinos, Irish, German, and Polish.

Many of the schools reflect the problems of urban schools in general. Holy Family Academy is a formerly all white, Catholic girls high school on the near northwest side. The former clientele were Polish with a few Italians. Now, Holy Family's largest number of students come from the Latino and Black communities.

In serving more than two thousand students in the Spring 1976 semester, the College Acceleration Program provides the faculty and staff to the high school at no cost while the individual high school provides the facilities, classroom, and supportive services to the faculty and the students enrolled, at no cost to the Chicago City-Wide Institute.

In terms of students in the College Acceleration Career Education and College Consortium Programs, it is certain that the mix of income, socio-economic background, race, religious preference, ability levels, and environment could scarcely be more diverse. With the addition of Spalding Public School in the Fall of 1976, the College Acceleration Program will expand to include a class for high school students in a school for the multiply handicapped.

The common theme of the programs is a focus on early entry into the community and senior colleges whether that entry be as an academically gifted student or as student making a career program choice. The emphasis is on the ability of the City Colleges of Chicago and its diverse resources and programs to complement and supplement the programs of the private and public high schools of Chicago.

B. The Overseas Program

At its inception the Overseas Program enrolled about four hundred students from the Air Force in data processing courses. The program at present enrolls over ten thousand students per year at sixty-one different bases. The enrollment is now equally divided between the Air Force and the Army; in addition, about two hundred students are enrolled at naval bases in Spain and England.

The students in this Overseas Program are mostly enlisted men and non-commissioned officers taking career oriented courses that are job related. Some students are taking courses to acquire skills in preparation for returning to civilian life: real estate is a very popular course among students in this category.

IV. CONTINUING EDUCATION-COMMUNITY SERVICES DIVISION

The Continuing Education-Community Services programs of the City-Wide Institute serve the most diverse clientele of any unit within the City Colleges of Chicago or, in fact, within any institution of higher education in the city. This is true, in part, because there are no requirements for admission, in part because the courses are offered in local communities as well as at a central location, and in part because of the varied level of the offerings from basic skill courses to seminars and courses on urban problems, the arts and world affairs.

Continuing education courses offered at the centrally-located Loop College attract persons ages 19 - 80, ranging from those who are self-educated or have less than an elementary school education to others with graduate degrees; from those who are welfare recipients or have incomes at the poverty level to others at the upper middle income level. They come both from the inner city and from "glass houses" along the lake and are broadly representative of the majority and minority racial and ethnic groups of the city. A course on Chicago Architecture for example, attracted professional persons and office workers in the Loop, char women who clean the buildings, interested housewives from a range of communities, students from various colleges and from Metro High School as well as older adults of retirement age. An evening course on Chicago Ward Politics brought together citizens from Black and Spanish-speaking wards in the inner city aspiring to a voice in political affairs, members of the regular Democratic Organization from older ethnic areas such as Bridgeport, representatives of independent voters groups in Hyde Park and Lincoln Park, and, again, students from various universities and colleges. The range tends to be just as wide for other courses related to urban problems and issues. In such courses, an important aspect of the educational experience is the interaction among these citizens of widely diverse backgrounds around common problems and concerns.

The following generalizations can be made about the characteristics of the population reached by continuing education courses and community service projects:

1. All individuals enrolled in continuing education courses are 18 years of age and older. In addition to this, there are community service projects for children and youth below 18 years of age.

2. Ethnic representation is varied. All races and nationalities are enrolled, and an identifiable list of approximate numbers served yearly is as follows:

A. White	36,000
B. Black	18,500
C. Latino	2,500
D. American Indian	800
E. Orientals	(600)
Vietnamese	100
Asian Indians	150
Others	300

3. Women forty years and over comprise approximately seventy-five percent of the adult education learning population.

4. All levels of educational achievement are represented. (The first Certificate of Recognition was granted to a female senior citizen, former teacher, with an M.A. in Sociology from the University of Chicago.)

5. Senior citizens comprise a large segment of the continuing education program. Over six thousand senior citizens are served in "on-site" locations, and on City Colleges of Chicago campuses.

6. The first and only City Colleges of Chicago classroom experience program for blind, deaf and mentally retarded adults has been developed by the Continuing Education Division. This program serves approximately five hundred and fifty individuals.

7. Immigrant groups, approximately two thousand in number seeking English language and spelling improvement, or new job skills, include new arrivals from Poland, Greece, Ireland, Italy, the Balkans, Vietnam, and other countries.

Although the continuing education program has registered over sixty thousand students in one hour credit courses, this number does not include the thousands of community residents who attend special functions such as Focus, Forum, films, art fairs, concerts, theatre productions, political candidates nights, Christmas choral and orchestra concerts, health fairs, vision and heart screening programs, hypertension centers, diabetic detection programs, legal seminars and many other special activities. Fifty to one hundred thousand individuals attend these special functions.

Because of its impact, the Continuing Education Forum program is of special significance. This program has attracted national attention and reaches thousands of community residents. Forum consists of a series of sixteen session, eight each during the fall and spring semesters of the year. As the name "Forum" indicates, this program involves city-wide community participation in the discussion of contemporary socio-economic, political, moral, scientific, and philosophical issues. Panels of experts are brought in to guide, moderate or provide information on the Forum topic.

With continued funding at the present level it is estimated that within the next two years the projected enrollment will be over one hundred thousand. An estimated one hundred and fifty thousand will attend special functions. The Continuing Education-Community Services Division, will attract one quarter million individuals per year in its varied programs, and is a growing service of the Chicago City-Wide Institute.

CHAPTER THREE

CHAPTER THREE

HUMAN, PHYSICAL AND FINANCIAL RESOURCES

I. ADMINISTRATION

   A. Service Institutes

   B. Center for Open Learning

   C. Office of the Dean of Faculty and Special Programs

   D. Overseas Program

   E. Continuing Education-Community Services Division

   F. Office of Student Support Services and the Cooperative Education Program

   G. Office of Business and Operational Services

II. FACULTY

III. PHYSICAL RESOURCES

IV. LEARNING RESOURCES

V. FINANCIAL RESOURCES

I. ADMINISTRATION

The administration of the Chicago City-Wide Institute must be viewed in relation to the whole administrative structure of the City Colleges of Chicago. By law, the Board of Trustees of the Community College District No. 508 is responsible for policy for the entire system. The Chancellor is responsible for the overall administration of Board policy. Assisting the Chancellor is a central administrative staff of five vice chancellors, each with specific responsibilities - finance, personnel, academic affairs, career and manpower programs, and operations. The Chancellor, the Vice Chancellors, and the presidents of the nine campus units of the system function as officers of the district; this is the highest deliberative and decision making body under the Board.

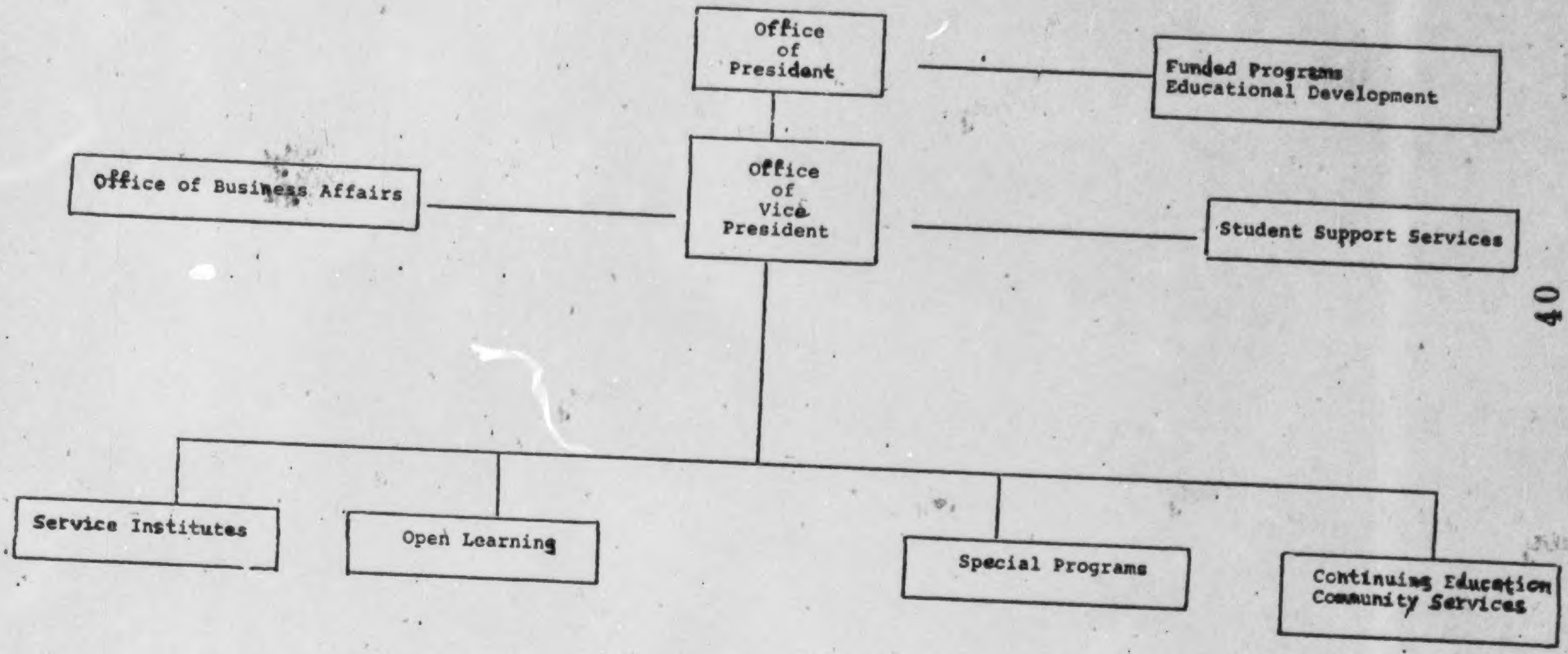
As an officer of the district, the President of the Chicago City-Wide Institute participates regularly in the officer of the district meetings. District-wide matters are discussed at such meetings, allowing the President of the Institute the opportunity to enlist the support and cooperation of the other units in one of the Institute's most important functions - program coordination on a district-wide base.

The administration of the Chicago City-Wide Institute has additional access to central administration decision making processes. The Vice President of the Institute is a member of a council chaired by the Vice Chancellor for Academic Affairs. This council generally concerns itself with program operation, faculty policies, and academic policies of the system. The Dean of the Service Institutes represents the Chicago City-Wide Institute in a Council of Career Deans chaired by the Vice Chancellor for Career Programs. This council is made up of deans and directors of career programs from each of the City Colleges of Chicago. It meets regularly and concerns itself with the operation of career programs, approval of requests for new programs and/or courses, special reimbursement from the Illinois Board of Vocational Education, and compliance with rules and regulations issued by the Illinois Community College Board. Finally, the President of CCWI is a member of the Educational Policies Committee which meets at least bi-monthly under the chairmanship of the Vice Chancellor for Academic Affairs. This committee considers issues of program operations such as the processing of grant applications for special programs and the development of uniform procedures for the system.

The Board of Trustees established the Chicago City-Wide Institute in November 1975. The establishment of the Institute came about with the support of a "blue ribbon committee" representing government, business, industry, higher education and the media in the Chicago area. The staff of the Institute is constituting that same group of individuals as an overall community advisory council. A network of advisory committees for individual programs contributes to the decision making processes of the Institute.

Internally, the administration of the Chicago City-Wide Institute has been articulated along the lines of four major operational units and two support units (See Table I). The President is responsible for the overall operation of the Institute, representing it on the Council of the Officers of the District to outside agencies.

TABLE I


Office of President
Funded Programs Educational Development
Office of Business Affairs
Office of Vice President
Student Support Services
Service Institutes
Open Learning
Special Programs
Continuing Education Community Services

The Vice President reports to the President and is responsible for the internal operation of the Institute. The Deans of the four line divisions report to the President through the office of the Vice President. The Director of the Business Office and the Dean of Student Support Services report directly to the Vice President; services of these two units are available to all line units.

The President, the Vice President, the Dean of the Service Institutes, the Dean of Faculty and Special Programs, the Dean of Open Learning, the Dean of Continuing Education, the Dean of Student Support Services, and the Director of Business Operations constitute the Administrative Council of the Institute. They meet regularly under the chairmanship of the President, (or in his absence, the Vice President), and consider matters of general interest to the Institute. Decisions of the Officers of the District Council - central administration - are transmitted to the Institute's administrative body at regular sessions. Matters such as budget, personnel utilization and policies, new programs and/or courses, and applications for grants and special funding are considered by this Administrative Council.

The Office of the President is assisted by two staff offices, the Office of Funded Programs and the Educational Development Office. The Office of Funded Programs is staffed by a research assistant. This office identifies sources of funding, develops and assists in the preparation of grant applications, processes grant applications through the Central Office procedures including the approval of the Board of Trustees, supervises the management of forthcoming funds, coordinates the preparation and processing of required quarterly reports and administers the Law Enforcement Education Program (LEEP) funds city-wide. In addition, this office prepares or helps in the preparation of reports to the Board of Trustees and maintains a file of such reports after they have been acted on by the Board.

The Educational Development Office, staffed by an educational specialist, assists the President and the individual units of the Institute in the adoption and establishment of new programs and courses, especially those produced outside the City Colleges of Chicago by national organizations and consortia such as the Public Broadcasting Station, the University of California and Miami-Dade Community College. In addition, in order to expand program innovation and development, this office serves as a liaison to establish a cooperative and productive relationship with the learning resources of the city, i.e. media, service agencies, and other educational institutions.

A. The Service Institutes Division

The three Service Institutes and the Center for Program Development and the Handicapped are under the overall coordination of the Office of the Dean of the Service Institutes. The role of this office is to avoid duplication among the component units and to integrate their activities in such a manner that limited resources are utilized most effectively and efficiently. The appointment of the present dean to this position must be seen as a recognition of the successful programs she has developed for the City Colleges system. It is hoped that through this coordinating function, newer units such as the Health Services Institute and the Center for Program Development and the Handicapped will find appropriate inspiration and leadership in developing their own programs and activities.

Each Institute is directed by a person with appropriate qualifications serving at the level of Dean, for Human Services, Assistant Dean, for Health and Public Service, and Director, for Program Development and the Handicapped. To date, the President of the Institute has been functioning in part as Dean of the Public Service Institute. Such division of labor, however, has been made impossible by the responsibilities of the Office of the President and active consideration is being given to provide the Public Service Institute with appropriate leadership.

Each Institute is responsible for a variety of programs of the managed, supervised, or coordinated type. The program directors and/or department chairpersons work with the head of each Institute in matters concerning curriculum, program operation, faculty assignment, development of new programs and courses. In addition to coordinating, supervising, or managing programs, each Institute director represents the City Colleges of Chicago to a district-wide clientele.

B. The Center for Open Learning

The Center for Open Learning is under the leadership of a Dean of Open Learning. At present this unit has three major responsibilities: TV College and courses via other media such as radio and newspapers; Study Unlimited; and CCC 3. Study Unlimited is a year old program and is headed by an Acting Director who reports to the Dean. Similarly, CCC 3 is at present under an Acting Director who also reports to the Dean of Open Learning. Though this unit has some components which have been in operation for many years, the new potential of the unit requires considerable attention to structuring, staffing, and level of staffing.

C. The Office of the Dean of Faculty and Special Programs

The Office of the Dean of Faculty and Special Programs is responsible for the day-to-day operation of three groups of faculty: the College Acceleration Program Department; the Human and Public Service Department; and the Police Academy Services Department. The responsibility of the Office of the Dean of Faculty is to enforce the policies of the Board concerning academic personnel and to monitor personnel assignments to ensure compliance with the collective bargaining agreement. Assignment of the faculty in the CCWI is by program and substantive decisions are made by the appropriate programs or Institutes involved. The Office of the Dean of Faculty ensures compliance with procedures and assists the programs to obtain faculty services.

D. The Overseas Program

The Overseas Program is headquartered at a U.S. Air Force Base in Wiesbaden, Germany. The program is under the administration of a dean who has two operational assistants, one for programs with the Air Force, the other for programs with the Army. The establishment of an Office of an Assistant to the Dean for Programs with the Navy is under active consideration. A contract from the Navy for educational service to their personnel in the Mediterranean theater of operation is being negotiated. In addition, the Overseas Program has two staff offices, one dealing with personnel and registration, and the other concerned with business and operations.

E. The Continuing Education-Community Services Division

The Continuing Education-Community Services Division at present is under the direct responsibility of the Vice President of the Institute. Future plans anticipate that the Vice President will relinquish day-to-day operations to appropriate staff members in the Institute and on the campuses. The Vice President should continue to be as involved as possible with the process of extending an adult education program model to the entire district. He is assisted by the Dean of the Continuing Education Center formerly of Loop College, and, by a part-time project director from Kennedy-King College who has been instrumental in the planning of a number of programs developed jointly with Operation PUSH under the leadership of the Reverend Jesse Jackson.

In his capacity as city-wide coordinator of adult and continuing education programs, the Vice President has been active in organizing a council responsible for adult and continuing education at each campus. Procedures for orderly city-wide operation are well under way. Under leadership from the Institute, a council of campus deans and representatives of continuing education and community services will have responsibility for district-wide administration of these programs. Availability of resources and changes in state plans concerning programs and funding may necessitate adjustments. However, the structure developed so far is viable, effective and elastic enough to adapt to new realities. Consideration is being given to using campus representatives organized by the adult education office for other operational aspects of the Chicago City-Wide Institute, including, for instance, coordination of TV College courses, Study Unlimited, and possibly some activities under the jurisdiction of the Service Institutes.

F. The Office of Student Support Services and the Cooperative Education Program

The Office of Student Support Services is headed by a Dean with a special assistant for testing and examinations. The Institute will administer the CLEP examination for the entire City Colleges system and has recently been recognized as an official testing center for NOCTI (National Occupational Competency Testing Institute).

The Institute is also responsible for the administration of the federally funded Cooperative Education Program for the City Colleges of Chicago. Headed by a dean, the Cooperative Education Program operates with representatives assigned to each of the seven campuses. The Cooperative Education function will be integrated with other student services including job counseling and placement.

G. The Office of Business and Operational Services

The administrative staff is completed by an Office of Business and Operational Services which is headed by a Director who is assisted by four clerical persons assigned respectively to the following functions: payroll, ordering and purchasing, auditing, and processing of fees.

Summary

It is the overall administrative goal of CCWI to maintain as much freedom of operation for each unit as is compatible with limited resources. Such a goal is still more an aspiration than a reality perhaps, but there are already examples of benefits from integrating the efforts of the various units.

The administrative structure and processes of the Chicago City-Wide Institute will continue to receive attention and care in the months to come. Changes will be made as they are needed. The administrators of the Chicago City-Wide Institute have been selected because of their established record of success and accomplishment as leaders within the City Colleges of Chicago system in areas vital to the scope and purpose of the Institute.

Most of the personnel have joined out of a strong identification with programs and activities involved. Morale is good and can be best described as the morale of a capable group of men and women with a definite sense of mission, with great motivation to accomplish that mission, and, unfortunately, with limited resources with which to do so. It is the morale of a group hard at work, impatient to accomplish more.

II. FACULTY

Depending on the programs involved, the faculty of the Chicago City-Wide Institute falls into three categories: those who are directly and permanently under the jurisdiction of the Institute; those who spend a given period of time working for a specific program of the Institute; those who belong to a campus but are under the overall coordinating function of a unit of the Institute.

The Center for Open Learning, following the model established by TV College, does not have a permanent faculty but assigns faculty members from within or without the system to prepare and administer courses. As these faculty members are assigned to Open Learning, they function under the policies of the division. Campuses are reimbursed to replace the services of faculty members on assignment to Open Learning. This model of operation allows the staff of the Center to concentrate on program development and to utilize more extensive resources than would be available through a permanent faculty.

The Service Institutes participate in faculty assignments within CCWI and throughout the district to ensure proper utilization of resources and to allow all participating campuses to take advantage of unique specialties that can be shared.

The faculty permanently assigned to the CCWI has been placed into three major departments: the College Acceleration Program Department; the Public and Human Services Department; the Police Academy Services Department. Faculty services each semester are requisitioned and utilized by the various programs and units of the Institute. The agreement between the Board of Trustees and the Cook County College Teachers Union requires that all faculty be placed in a department. Responsibility concerning processing of faculty rests with the Department and ultimately with the Dean of Faculty; substantive responsibility for assignment in a program rests with the program administrators. In some cases a program and a department may coincide, but the arrangements that prevail under the Institute makes possible utilizing faculty services beyond the scope of a specific program.

In terms of academic preparation and work experience the faculty of the Institute is well qualified. Most of the faculty have chosen to work with the programs of the Institute and some of them have achieved professional recognition as a result of this work. The basic academic requirement of the City Colleges of Chicago is a Masters Degree, but many Institute faculty hold a Ph.D. They are all highly dedicated to teaching and enjoy the feeling of being part of a unit of the system that stands out for its innovative and unique programs.

The full-time faculty is complemented by a part-time faculty of over thirty individuals each semester. The part-time faculty is especially qualified on the basis of work experience and occupational achievement. Two outstanding examples of well qualified part-time faculty are those of the Fire Science and Technology Program and the Foodservice Sanitation Program. Personal data forms reveal expertise and achievements that lend the programs prestige and credibility.

When faculty resources are not available through the traditional channels, the Institute seeks the appointment of outside agency personnel as adjunct faculty. The scope of such appointments is circumscribed to a specific course and a specific duration. As a general premise, adjunct faculty must have credentials comparable to those of the City Colleges of Chicago faculty. The appointment of adjunct faculty and the administration of their courses are regulated by the policy statement included in the Appendix.

The faculty in the three departments of the Institute is properly organized for self-governance and for formal participation in the educational process. A Faculty Council was established earlier this year and meets regularly on matters concerning curriculum, courses and faculty welfare. In addition, the members of the faculty of the Institute are organized in a chapter of the Cook County College Teachers Union. The Faculty Council of the Chicago City-Wide Institute has representation on the overall City Colleges of Chicago Faculty Council and the union chapter is proportionately represented in the House of Delegates of the Cook County College Teachers Union.

The faculty of the Overseas Program is recruited almost entirely from the bases of operation. Like other institutions operating with the military, the City Colleges of Chicago makes maximum use of qualified personnel available overseas. Bases with large and continuous programs have developed a permanent faculty. In some instances faculty has been brought in especially from the home campus or recruited for that program in the United States. A survey of the faculty utilized in the Overseas Program reveals that generally they are academically well qualified and have had experience relevant to the courses they are teaching. To serve the military clientele, courses are offered in short intensive sessions of eight weeks each. The setting in which the program is conducted requires non-traditional hours of duty for faculty and places a premium on adaptability, mobility, and proper administrative scheduling.

III. PHYSICAL RESOURCES

The Chicago City-Wide Institute does not have the physical setting traditionally identified with a college. The campus of the Institute is the entire district served by the City Colleges of Chicago. If meaning is to be given to the goal of reaching and serving students through whatever resources are available in the district, the physical setting of the Institute must be different from the traditional campus. The concern with physical resources, however, is neither irrelevant nor secondary to the function of the Institute.

A recent survey of physical facilities shows that the Chicago City-Wide Institute uses classroom space in one hundred and twenty-seven private facilities and one hundred and eighty-three public facilities. The types of facilities used can be summarized as:

PUBLIC		PRIVATE	
80	Libraries	45	Schools
92	Schools	19	Churches
5	Housing	35	Community Centers
4	Urban Progress Centers	6	Hospitals
1	Police Academy	12	Nursing Homes
1	Fire Academy	10	Old Peoples Centers
183		127	

Engineering and custodial services are provided by the cooperating agency. In many of the facilities, parking places are provided and on the street parking is also available in the immediate area. Many of the facilities used have cafeterias, libraries and lounges; some are new buildings, most have undergone upgrading in recent years.

A unique feature of the Institute in contrast with the seven traditional colleges of the City College system is that programs reach out to clientele. Programs of the Institute are located where the students are: a special facility in a hospital, the police or fire academy, a church basement, a storefront in the neighborhood, the local branch of the public library, or the living room of an individual's home for programs via TV, radio or newspaper.

Rather than attempting an exhaustive picture of physical facilities and settings used by the Institute, the following description is intended to suggest the types of facilities and settings currently relevant.

A. Administrative Quarters

Most of the administration of the Institute is located on two contiguous floors of a high-rise building in the heart of the city within proximity of the Central Administration offices and of the Loop College. Additional space is currently being rented on two additional floors for the Foodservice Sanitation Program, some special community service projects and for the adult education centers. The present facilities are adequate. Though small, the present administrative offices are comfortable and conducive to work. The location of the various offices encourages both formal and informal interaction among the staff.

Space for the administrative offices of the Overseas Program in Wiesbaden is adequate. In light of the growth of that program, the U.S. Air Force has recently increased space availability by thirty percent.

B. Space on the Campuses

The Institute utilizes space on the various campuses of the City College system for different programs and for different purposes. The campuses are cooperative in making space available for programs managed by the Institute. Advance reservation and scheduling is worked out with the campuses at the beginning of each term when the plans of the Institute's programs can be made to coincide with those of the campuses. Usually, space is made available on demand, if possible, for special courses and programs.

C. Space Made Available by Cooperating Agencies

Where a program is run in cooperation with another agency and for the benefit of the personnel of that agency, the space for instruction is made available by the cooperating institution.

Formal agreement governs the relationship with the Health and Hospitals Governing Commission of Cook County. The programs for this institution involve laboratory space and in some cases expensive and sophisticated equipment.

The Probationary Police Officer Training Program is operated mostly at the Chicago Police Academy. The Police Department makes available classrooms and an office for the faculty. The Department is in the process of relocating the Academy in new physical facilities. The staff of the Public Service Institute has been involved in the planning of that facility and space will be set aside for the college program.

The Fire Science Program offers another model of space and special facilities utilization. The program is presently offered at three campuses and at the Academy. Certain courses require equipment that is available only at the Academy. In this case, so that each campus location can participate in these courses, a quota of seats is assigned to each campus in each individual class. The scheduling, though complicated, makes possible full utilization of unique resources.

D. Programs for Special Clientele

The guiding principle for adult and community services programs is to bring the program to the people. If an agency is involved in the planning that agency will assume responsibility for securing space. In some cases the Center for Program Development and the Handicapped arranges for offering programs at the home of severely handicapped students.

E. Prospects for the Future

Given the nature and scope of the Institute, the physical facilities will remain scattered throughout the district. As part of the relationship with cooperating agencies, efforts will be made to continue obtaining adequate classroom and laboratory facilities as well as equipment needed for the special programs. Some changes for the administrative offices are being planned. A new facility is being planned which will be located at the south end of the Loop on State Street. It will house the Loop College with special quarters for the Institute and the Central Administration. In addition to newer and more spacious facilities the staff of the Institute looks forward to fuller cooperation with the administrative staff of the Loop College in order to maximize resources such as classroom space, laboratories, and libraries. A joint common location with the Central Administration will facilitate the role of the Institute as the unit which provides special services to the district and integrates the existing services of the seven campuses.

IV. LEARNING RESOURCES CENTERS

Like the physical setting, the learning resources centers of the Institute are non-traditional and unique. The problem for the Institute, more clearly than for traditional institutions, is one of locating learning resources centers. This requires making arrangements that allow the educational process to be integrated with appropriate learning resources. The goal, once again, is one of making the entire district the base of operation. As such, the learning resources centers are where the programs of the Institute are located. The learning resources centers of the seven campuses of the City Colleges of Chicago will continue to be available to the students of the Institute.

The Chicago Public Library has been cooperating with the City College system by making available space and facilities at some branches for the Study Unlimited Program. The Chief Librarian of the Chicago Public Library and the President of the Institute are cooperating in an effort to make the entire Public Library System a resource of the Chicago City-Wide Institute. It is hoped that a formal arrangement can be negotiated.

Individual programs fully utilize the learning resources centers of cooperating agencies. The Probationary Police Officer Training Program and the In-Service Police Program have at their disposal a fully staffed branch of the Municipal Reference Library located at the Police Academy. Students in the Cooperative Program with Cook County Hospital have at their disposal the library facilities of a first-rate teaching hospital and nursing school. Where necessary, those library collections are supplemented for a semester by additional volumes especially needed for Institute courses.

With the establishment of the Institute, production of educational material has been placed under the jurisdiction of the Center for Instructional and Staff Development located at Kennedy-King College. The resources of that Center are available to the Institute for program development and for special services to students. The Center has been operating PLATO (Programmed Logic Automated Teaching Operations) at various locations. Efforts are under way to bring this program to agencies cooperating in Institute programs.

V. FINANCIAL RESOURCES

Since its establishment, the Chicago City-Wide Institute has had its own budget within the overall budget of the City Colleges of Chicago. Fiscal resources for the Institute come from a variety of sources: the special tax imposed by the District; reimbursement per credit hour by the Illinois Community College Board; special reimbursement for vocational education courses and programs from the Division of Vocational and Technical Education, State of Illinois; student fees; special funding received from contracts with outside agencies; and tuition from the Overseas Program. From all these sources the Institute for City-Wide Programs which for budget purposes preceded the Chicago City-Wide Institute until November 1975, had a total budget of about two and one half million dollars. As the operational functions of the Learning Resources Laboratory were transferred to the Institute in November 1975 along with other programs in January 1976, the Chicago City-Wide Institute has been operating on a budget of close to three million dollars.

The budget for Fiscal Year 1976-77 is estimated to be close to four million dollars, about half in funds received from taxes, state reimbursement and tuition, the other half in funds generated through contracts and special programs. Much of the increase has resulted from the expansion of the Overseas Program.

In addition, the Institute has shared in the use of resources originally assigned to other units of the City Colleges system. Entire faculty programs or parts of them in some colleges are earmarked for Institute activities. In some instances in the past year, the Institute has been able to use the services of faculty members who were left without an assignment for lack of enrollment on the campuses. This kind of cooperation has resulted in proper utilization of scarce tax dollars and in maximum services to students.

From a financial point of view a unit with district-wide scope seems especially appropriate for a multi-campus system composed of units serving different geographic areas.

The tentative budget for the year 1976-77 is a program budget and separates appropriation for the Institute from appropriation that is to be spent on the campuses under the supervision or coordination of specific units of the Institute. A proper picture of the fiscal resources of the Institute should take into consideration the in-kind contribution of the cooperating agencies. The space, utilities, learning resources, free air time, and instructional resources could easily double the budget of the Institute. Managing such an operation is a challenge, and gives the staff of the Institute a feeling of a community service institution, a community college in the most comprehensive sense of the term.

Budget allocations for each unit of the City Colleges of Chicago are determined by a formula worked out by the Central Administration and based on factors including expected revenue from taxes, state reimbursement, and other special state and federal funds. To a large extent, the formula allows each unit to share in relation to its productivity and need. The fiscal soundness of the Chicago City-Wide Institute is thus intimately related to the fiscal soundness of the entire system. To the extent that the Institute has been able and will be able to attract special grants some of its units can engage in activity that would not otherwise be possible under the stringent economic situation that prevails for higher education. By rule of the Board and the agreement with contracting agencies, programs like the Overseas Program have to be totally self-sufficient. The record of the past year shows good and sound fiscal management which has resulted in a reasonable tuition for the students.

STRENGTHS AND CONCERNS

STRENGTHS AND CONCERNS

The purpose of the Chicago City-Wide Institute is to be an innovative, nontraditional, community service oriented institution. In a general way, some areas of strength also constitute areas of concern. For example, serving its clientele by functioning throughout the city according to their needs for special programs and services constitutes a strength of the Institute. Inherent in this strength is the concern for proper management of resources and supervision of activities.

At present, specific areas of strength are the following:

1. The Chicago City-Wide Institute possesses a philosophy and mission that provide an opportunity for educational and administrative innovation.

2. The community is involved with the individual units of the Institute and has been supportive of the concept of the Institute. The Board of Trustees established the Institute after the concept was approved by a "blue ribbon committee" composed of city leaders from government, education, business, industry, the media and community service agencies.

3. The City Colleges of Chicago system supports the Institute. The Board of Trustees has been involved in the development of the concept and took formal action in a unanimous resolution passed in November 1975. The Central Administration has been most encouraging; the Chancellor and the Vice Chancellors have been intimately involved in establishing the Institute and continue to provide the necessary support to bring about its proper integration with the system. The individual campuses look to the Institute for leadership in curriculum development and for assistance in making new programs and courses available to the community.

4. The Institute includes a number of well-established programs with staff experienced in the development and administration of their specialized program areas. The administrative staff of the Institute is academically and professionally well qualified; most of them have chosen to work in the programs of the Institute. Morale is generally high.

5. The Institute is a balance of stable established programs and newly developing experimental programs.

6. Institute staff has strong, well-established working relationships with a number of public and private agencies in Chicago. By joining with outside agencies, the Institute has unique human, physical and financial resources to accomplish its goals. Many of its programs represent an ideal convergence of the world of work and school with optimum results for the students.

7. The Institute has the opportunity to develop a comprehensive articulation between program content and delivery systems that will provide for quality programming economically delivered. By working with other units of the system, the Institute can concentrate on special programs and innovations and pass the development on to the campuses.

8. Through the Institute and the types of operation developed by some of its units, the City Colleges of Chicago system has the capability of serving new and special clienteles without taxing and interfering with the operation of its traditional campuses. The Institute makes the entire system more flexible and sensitive in responding to the needs of the community.

9. In a time of change in higher education, both in terms of content and delivery systems, the Institute represents an ideal laboratory for the City Colleges of Chicago system to experiment with new programs and new approaches.

At present, specific areas of concern are the following:

1. The major concern of the Institute is to bring about coordination and integration of its component units without substantially affecting their creativity. The Institute has developed an administrative structure that should maintain the individual identity of its units. Use has been made of organization by department and by program.

2. The activities of the Institute are many and diverse and could easily exhaust the available resources, internal and external. More attention must be paid to processes that integrate campus resources and operations with those of the Institute. Certain programs once formulated and operational should become the responsibility of the campuses.

3. The present administrative structure will be monitored closely. Some concerns exist over the placement of activities in certain units and the level of staffing for these units.

4. The Center for Open Learning is presently understaffed. Serious consideration will be given to type and level of staff in the immediate future. The scope of the Center cuts across the entire operation of the Institute and could be vital to most of the programs. The CCC 3 program needs more planning.

5. Given the expansion of its operation, the Public Service Institute needs more staff and leadership. A new sense of direction is needed to bring about better integration in educational programs such as criminal justice.

6. There must be extensive and effective communication with the other units of the system lest the Institute be seen as a competitor for scarce resources and for students. The President and the deans have

been visiting the campuses and presenting the Institute to faculty and administration. New and more imaginative ways of communicating must be found to dispel misconceptions about the Institute and its mission.

7. The faculty of the Institute in many instances functions under little supervision. Procedures for assigning faculty to Institute programs are in existence in each unit. Under the leadership of the Dean of Faculty a composite faculty manual is being prepared.

8. Communication within the Institute itself is made difficult by the geographical extent of the operation. The Administrative Council of the Institute has been set up as the top decision making and deliberative unit, but more attention must be given to the communication process "upwards" and "downwards". Study Unlimited, which issues an informational bulletin for its staff and clientele, may serve as an example for other programs. Given the vital role that the clientele, other agencies, and the community play in the mission of the Institute, such bulletins could serve the flow of communication "side-wise".

9. Communication must be improved for other reasons. Innovation and experimentation, if not based on proper information and data may result in the re-invention of what already exists. Efforts must be made to communicate with other institutions involved in similar activities. The Institute must participate more extensively in nation-wide efforts, especially in areas such as assessment of life experience and competency based curricula.

10. Cooperation with outside agencies is essential but must be on a basis of equal involvement and at no time must the outside agency absorb the program of the Institute or vice-versa. Formal agreements have been helpful and will be extended to as many programs as feasible. Existing advisory committees and the new citizens' advisory committee will have to be utilized extensively towards this goal.

APPENDIX

#2860

7

BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT NO. 508
County of Cook and State of Illinois

ESTABLISH INSTITUTE FOR CITY-WIDE PROGRAMS

TO THE BOARD OF TRUSTEES:

THE CHANCELLOR

REPORTS that the Master Plan for the City Colleges of Chicago, published recently, recommends (Recommendation 30 c.) that an Institute for City-wide Programs (ICP) be established to coordinate and give focus to such high priority programs as in-service training for government employees, health occupations, and human services; and that the ICP be headed by an Associate Vice Chancellor. The ICP will require a city-wide administrator for health occupations programs similar to the positions currently provided for human services and public services. The Master Plan also recommends that the College Acceleration Program be transferred from the Learning Resources Laboratory to the ICP;

AND FURTHER

REPORTS that it is desirable to establish the Institute at the earliest time possible;

AND FURTHER

REPORTS that a recommendation will be made to the Board of Trustees at its regular meeting to be held on July 2, 1974, for the appointment of an Associate Vice Chancellor as head of the Institute.

THE CHANCELLOR

RECOMMENDS that the Board of Trustees approve the establishment of an Institute for City-Wide Programs as of July 1, 1974, said Institute to include the College Acceleration Program, which will be transferred as of said date from the Learning Resources Laboratory; and approve the creation, when necessary, of a Health Services Institute, which will also be included in the Institute for City-wide Programs.

FINANCIAL: Within Budget Appropriation.

Respectfully submitted,

Oscar E. Shabat
Chancellor

Approved:

Hymen M. Chausow
Vice Chancellor
for Faculty and Instruction

John F. Grede, Vice Chancellor
for Career and Manpower Programs

Approved:

Donald W. Hill
Executive Vice Chancellor

June 4, 1974

4397

BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT NO. 508
County of Cook and State of Illinois

ESTABLISH CHICAGO CITY-WIDE INSTITUTE

TO THE BOARD OF TRUSTEES

THE CHANCELLOR

REPORTS that the Board of Trustees, at its meeting of June 4, 1974 (Board Report No. 2860), approved the establishment of the Institute for City-Wide Programs;

AND FURTHER

REPORTS that, consistent with the Master Plan of the City Colleges of Chicago, a review has been made of the various programs and activities presently under the jurisdiction of the Institute for City-Wide Programs and it has been determined that, if these projects and programs are to achieve their fullest development and reach new clienteles in new ways, it is desirable and necessary to reorganize the Institute for City-Wide Programs of the City Colleges of Chicago;

AND FURTHER

REPORTS that for a more efficient operation of district-wide activities a new administrative unit should be established with four major divisions: (1) Open Learning, including TV College, Study Unlimited, and courses by radio and newspaper; (2) the Service Institutes, including Health Services, Human Services, Public Services, and the Center for Program Development; (3) Special Programs, including the College Acceleration Program, the Handicapped, the Career Education Program, the Three Year College Consortium, and the Overseas Programs with the military; and (4) Continuing Education;

AND FURTHER

REPORTS that, in operating the programs in the four aforementioned divisions the Chicago City-Wide Institute will draw upon and coordinate the resources of the other components of the City Colleges of Chicago and will help maximize the educational opportunities for service to new clientele in new delivery systems. It will serve as a single representative to ensure uniform practices and procedures, and will develop uniform standards of assessment of credit;

AND FURTHER

REPORTS that all administrative personnel under this new unit presently hold positions with the City Colleges of Chicago and will be given new titles and job descriptions consistent with the mission of the unit.

THE CHANCELLOR

RECOMMENDS that the Board of Trustees approve the Chicago City-Wide Institute as an administrative unit of the City Colleges of Chicago and that the Chancellor be authorized to seek appropriate recognition from the Illinois Community College Board, the Illinois Board of Higher Education, and the North Central Association.

FINANCIAL: Within Budget Appropriation.

Respectfully submitted,

Oscar E. Shabat
Chancellor

Prepared by:

Salvatore G. Rotella
Associate Vice Chancellor

Approved by:

Hymen M. Chausow, Vice Chancellor
Faculty and Instruction

John F. Grede, Vice Chancellor
Career and Manpower Programs

Donald W. Hill
Executive Vice Chancellor

November 4, 1975

16

BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT NO. 508
County of Cook and State of Illinois

APPLICATION FOR NORTH CENTRAL ASSOCIATION ACCREDITATION
CHICAGO CITY-WIDE INSTITUTE

TO THE BOARD OF TRUSTEES:

THE CHANCELLOR

REPORTS that the Chicago City-Wide Institute and Central Administration staff members have been in communication with the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, concerning accreditation status for the Chicago City-Wide Institute.

AND FURTHER

REPORTS that the North Central Association of Colleges and Schools has requested the Chicago City-Wide Institute to submit a status report and file formal application for accreditation. A report on the Institute was developed at the time recognition was sought and attained from the Illinois Community College Board.

AND FURTHER

REPORTS that in accordance with the consensus reached with the North Central Association staff, the Chicago City-Wide Institute will seek accreditation as a City Colleges of Chicago unit which functions autonomously in relation to certain programs and operates through and in cooperation with other units of the system for other programs. In this sense, the North Central Association will be taking into account the role of the Chicago City-Wide Institute as the system's unit which serves clienteles not reached by other units and coordinates and supervises programs throughout the entire District, thus making possible maximum utilization of limited resources.

THE CHANCELLOR

RECOMMENDS that the Board of Trustees authorize the application to the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education and the Illinois Community College Board for candidate for accreditation status of the Chicago City-Wide Institute.

FINANCIAL: Within Budget Appropriation.

Prepared by:

Salvatore G. Rotella, President
Chicago City-Wide Institute

Approved:

Donald W. Hill
Executive Vice Chancellor

John F. Grede
Vice Chancellor

April 6, 1976

Respectfully submitted,

Oscar E. Shabat
Chancellor

Approved:

Hymen M. Chausow
Vice Chancellor

HUMAN SERVICES INSTITUTE
CITY COLLEGES OF CHICAGO

Mental Health Associate Program

This program is designed to provide students with the background knowledge and practical skills necessary to function effectively under professional supervision in a mental health setting. Students will be prepared to work as mental health workers in Community Mental Health Centers, in Mental Hospitals and in related programs.

Curriculum		Cr.Hrs.
Advanced Certificate (A)		
Child Development 101-102	- Human Growth and Development I & II	6
Social Service 101	- Basic Concepts in Social Service	3
Social Service 109	- Report Writing	2
Social Service 212	- Introduction to Group Process	3
Social Service 201	- Principles of Social Work Practice	3
Psychology 201	- General Psychology	3
Psychology 213	- Abnormal Psychology	3
* Mental Health 228	- Principles of Mental Health Practice	3
* Mental Health 229	- Practicum in Mental Health (2 hr. seminar plus 400 hours in the field)	6
		32
AAS - Above courses plus the following:		
English 101-102	- Composition	6
Social Science 101-102	- General Course I & II	6
Biology 101-102	- General Course	6
Home Economics 103	- Nutrition	3
Psychology 203	- Educational Psychology	3
Psychology 208 or Child Development 205	- Psychology of Exceptional Children or - Development of the Exceptional Child	3
Electives	-	3
		30

* New courses

Social Service 101 = Public Service 220
Mental Health 228-Principles of Mental Health = Public Service 221
Practicum in Mental Health = Public Service 222

CHILD DEVELOPMENT PROGRAMS

All students are required to take the General Education Core, the Child Development Core, and to choose one area of specialization: (A), (B), or (C).

	Credit Hours
General Education Core:	
Biology 101	3
English 101	3
Physical Science 101	3
Social Science 101, 102	6
Speech 101	3
Humanities 201, 202	6
Psychology 201	3
Physical Education	3
Child Development Core:	
** Child Development 101, 102 - Human Growth and Development I and II	6
* Child Development 107 - Child Care, Health and Nutrition	3
Child Development 111/112 - Child Development Laboratory	1
Child Development 201 - Child Study	3
* Child Development 141 - Activity Programming	2
(A) Specialized Courses - Preschool Education:	
Literature 109 - Language Arts in Early Childhood	3
Art 140 - Creative Activities for Young Children	2
Music 148 - Music for Young Children	2
Education 258 - Principles of Preschool Education	3
Education 259 - Practice in Nursery School	6
(B) Specialized Courses - Elementary Education:	
Literature 109 - Language Arts in Early Childhood	3
Art 140 - Creative Activities for Young Children	2
Education 260 - Principles of Educational Practice in the Elementary School	3
Education 269 - Practicum in Elementary Education	6
Education 282 - Education of the Culturally Disadvantaged Child	3
(C) Specialized Courses - Teacher Aide in Special Education:	
Child Development 120 - Introduction to Group Care of Children	3
Child Development 205 - Development of the Exceptional Child	3
Child Development 141 - Activity Programming	2
Child Development 225 - Supervision of the Exceptional Child	3
Education 260 - Principles of Educational Practice in the Elementary School	3
Child Development 229 - Practicum in Child Care	6

REQUIREMENTS FOR CERTIFICATE IN SOCIAL SERVICE

CITY COLLEGES OF CHICAGO

Students are required to have completed the Social Service Core, and either (A), (B), or (C).

		Credit Hours
	Social Service Core:	
____	Child Development 101, 102 - Human Growth and Development I and II	6
____	Social Service 101 - Basic Concepts in Social Service	3
____	Social Service 201 - Principles of Social Work Practice	3
____	Social Service 215 - Social Problems and Social Action I	3
____	Social Service 109 - Report Writing for Social Service Aides	2
____	Social Service 212 - Introduction to Group Process	3
	(A) Specialized Courses - Family Welfare Aide:	
____	Child Development 107 - Child Health and Nutrition	3
____	Social Service 228 - Principles of Family Welfare	3
____	Social Service 229 - Practicum in Family Welfare	6
	(B) Specialized Courses - Youth Work Aide:	
____	Social Service 248 - Principles of Youth Work	3
____	Social Service 249 - Practicum in Youth Work	6
	(C) Specialized Courses - Community Aide:	
____	Social Service 258 - Principles of Community Organization	3
____	Social Service 259 - Practicum in Community Organization	6

PUBLIC SERVICE INSTITUTE

Programs with Established Curricula

Beat Representative Program - Basic Certificate	Credit hours
Public Service 130 - Police Operations I	1
Public Service 135 - Problems in Human Behavior I	2
Public Service 206 - The Inner City and the Community Worker	3
Public Service 221 - Applied Psychology for the Community Worker II	3
Business 270 - Office Management	3
	12

Building Code Enforcement Program - Basic Certificate	
Architecture 115 - Architectural Communications-Blueprint Reading	3
Architecture 202 - General Construction	4
Architecture 204 - General Construction, Advanced	4
Architecture 208 - Building Technology	4
Architecture 209 - Building Codes and Building Construction as Related to Fire Protection	3
Architecture 210 - Advanced Building Codes and Building Construction as Related to Fire Protection	3
Sociology 280 - Human Relations	3
	24

Building Maintenance Program - Basic Certificate	
Engineering Science 201 - Industrial Safety	3
Industrial Plant Technology 206 - Plant Administration	2
Industrial Plant Technology 207 - Preventive Maintenance	2
Plant Engineering 101 - Heat Power	3
Plant Engineering 205 - Building Management	3
	13

Civil Technology Program - AAS Degree	
Civil Technology 105 - Surveying and Measurements	4
Civil Technology 110 - Statics	2
Civil Technology 205 - Highway Materials Testing Laboratory	4
Civil Technology 207 - Soils and Foundation	3
Civil Technology 211 - Highway and Structural Drafting	3
Engineering 131 - Engineering Graphics and Introduction to Design	3
Mechanical Technology 201 - Strength of Materials	3-4
Mathematics Courses	6
General Education	15-27
Electives	8-20
	63-64

Clerical Skills Program - Basic Certificate

	Credit hours
Business o95 - Clerical Skills	2
Business 117 - Beginning Typing	3
Business 118 - Intermediate Typing	3
Business 119 - Advanced Typing	3
Business 131 - Office Procedures	3
English 097 - Communications Skills I	3
English 197 - Communications Skills II	3
	20

Co-Operative Program with the Health and Hospitals Governing Commission Basic Nursing Program

Biology 126 - Human Structure and Function I	4
Biology 127 - Human Structure and Function II	4
Biology 105 - Fundamentals of Nutrition	2
Microbiology 119 - Microbiology	4
Chemistry 105 - Chemistry for Nurses	4
English 101 - Composition	3
English 102 - Composition	3
Psychology 201 - General Psychology	3
Psychology 207 - Child Psychology	3
Psychology 211 - Social Psychology	3
Sociology 201 - Introduction to the Study of Society	3
Sociology 203 - Marriage and the Family	3
	39

Environmental Control Technology - Waste Water Technology Program Basic Certificate

Environmental Control Technology 106 - Cooperative Work Experience I	2
Environmental Control Technology 107 - Cooperative Work Experience II	2
Environmental Control Technology 203 - Water Supply and Waste Water Collection	3
Environmental Control Technology 206 - Sanitary Chemistry and Biology	4
Environmental Control Technology 207 - Water Purification	4
Environmental Control Technology 208 - Waste Water Treatment	3
Chemistry 100 - Basic Chemical Calculations	1
General Education	3
	22

Executive Development Program - Recognition Certificate

Public Service 201 - Executive Development I	3
Public Service 202 - Executive Development II	3
Public Service 203 - Executive Development III	3
	9

Executive Secretary Program

a) Basic Certificate

	Credit hours
Business 101 - Fundamentals of Accounting	3
Business 111 - Introduction to Business	3
Business 211 - Business Law I	3
Business 270 - Office Management	3
Psychology 206 - Business and Industrial Psychology	3
English 105 - Business Writing	3
	18

b) Advanced Certificate

Basic Certificate Courses and five of the following seven electives:

Business 102 - Principles of Accounting	3
Business 212 - Business Law II	3
Business 231 - Office Procedures	3
Business 241 - Introduction to Finance	3
Data Processing 101 - Introduction to Data Processing	3
Economics 201 - Principles of Economics I	3
English 205 - Advanced Business Writing	3
	33

Fire Science and Technology Program

a) Recognition Certificate

Fire Science 101 - Introduction to Fire Science	3
Fire Science 102 - Fire Fighting Tactics I	3
Fire Science 103 - Fire Suppression Systems	3
	9

b) Basic Certificate

Curriculum as listed under Recognition Certificate with the following additional courses:

Fire Science 104 - Fire Suppression Apparatus	3
Political Science 205 - Public Administration	3
Sociology 202 - Sociology of Urban Life	3
Communications Course	3
Mathematics Course	3
Fire Science Elective	3
	27

c) Advanced Certificate

Curriculum as listed under Basic Certificate with the following additional courses:

Fire Science 200 - Fire Administration	3
Fire Science 201 - Fire Service Hydraulics	3
Fire Science 202 - Building Construction for Fire Science	3

Fire Science 206 - Fire Codes	3
Sociology 201 - Introduction to the Study of Society	3
Psychology 201 - General Psychology	3
Psychology 211 - Social Psychology	3
Environmental Sciences Course	3
Fire Science Elective	3
	54

d) Associate Degree in Applied Science

Curriculum as listed under Advanced Certificate with the following additional courses:

Fire Science 204 - Fire Fighting Tactics II	3
Fire Science 205 - Chemistry of Flammable Materials	3
	60

e) Electives

Fire Science 203 - Fire Protection Systems
Fire Science 210 - Fire Prevention Fundamentals I
Fire Science 211 - Fire Prevention Fundamentals II
Fire Science 212 - Fire Insurance Rating
Fire Science 213 - Fire Causes and Arson Investigation

Foodservice Sanitation Program - Recognition Certificate

Foodservice Supervision 222 - Foodservice Sanitation	2
	2

Institutional Corrections Program

a) Basic Certificate

Public Service 150 - Correctional Institutional Management	3
Public Service 151 - Crime and Corrections I	3
Public Service 152 - Crime and Corrections II	3
Public Service 153 - Issues in Corrections	3
	12

b) Associate in Applied Science

Curriculum as listed under Basic Certificate with the following additional courses:

Law Enforcement 102 - Administration of Criminal Justice	3
Political Science 205 - Public Administration	3
Psychology 201 - General Psychology	3
Psychology 205 - Applied Psychology	3
Psychology 211 - Social Psychology	3
Public Service 206 - The Inner City and the Community Worker	3
Sociology 201 - Introduction to the Study of Society	3
Sociology 202 - Sociology of Urban Life	3
General Education	15-21
Electives	3- 9
	60

Instrumentation Program - Associate in Applied Science

Instrumentation 103 - Instrumentation and Measurements	4
Instrumentation 105 - Automatic Process Control	4
Instrumentation 106 - Cooperative Work Experience (elective)	4
Instrumentation 191 - Electronics for Automatic Control	
or Instrumentation 201 - Process Control Application	4
Instrumentation 202 - Installation and Calibration Techniques	4
Mathematics 107 - Mathematics for Technician I	5
Mathematics 108 - Mathematics for Technician II	5
General Education	20-31
Electives	8-19
	60-64

Interviewer Counselor Aide Program

a) Advanced Certificate

Counseling 101 - Educational and Vocational Counseling	1
Psychology 115 - Psychology of Personal Adjustment	2
Psychology 201 - General Psychology	3
English 105 - Business Writing	3
English 097 - Communications Skills I	3
English 197 - Communications Skills II	3
Political Science 202 - Urban Government and Politics	3
Public Service 206 - The Inner City and the Community Worker	3
Public Service 220 - Applied Psychology for Community Worker I.	3
Public Service 221 - Applied Psychology for Community Worker II	3
Sociology 201 - Introduction to the Study of Society	3
Mathematics 095 - Preparatory Mathematics I	3
	33

b) Associate in Applied Science

Curriculum as listed under Advanced Certificate with the following additional courses:

Mathematics 111 - Fundamentals of Mathematics I	3
Mathematics 112 - Fundamentals of Mathematics II	3
Mathematics 125 - Introductory Statistics	3
Political Science 201 - The National Government	3
General Education	15-24
Electives	3-12
	60

Law Enforcement Program

a) Recognition Certificate

Law Enforcement 101 - Development of Contemporary American Police Systems	3
Law Enforcement 102 - Administration of Criminal Justice	3
Law Enforcement Course	0-3
	6-9

b) Basic Certificate

Curriculum as listed under Recognition Certificate with the following additional courses:

Law Enforcement 201 - Police Organization and Management	3
Law Enforcement 202 - Issues in Law Enforcement	3
	15

c) Advanced Certificate

Curriculum as listed under Basic Certificate with the following additional courses:

General Education and Electives	15
	30

d) Associate in Applied Science

Curriculum as listed under Advanced Certificate with the following additional courses:

Psychology 201 - General Psychology	3
Psychology 211 - Social Psychology	3
Political Science 205 - Public Administration	3
Sociology 201 - Introduction to the Study of Society	3
Sociology 202 - Sociology of Urban Life	3
General Education and Electives	15
	60

Library Technology Program - Basic Certificate

Library Technology 101 - Introduction to Library	3
Library Technology 125 - Library Practicum and Seminar	6
Library Technology 201 - Library Public Service	3
Literature 130 - Children's Literature	3
	15

Management and Supervision Program - Recognition Certificate

Public Service 110 - Management and Supervision I	3
Public Service 111 - Management and Supervision II	3
Public Service 112 - Labor Management Relations in Public Service	3
	9

Ornamental Horticulture Program - Advanced Certificate

Horticulture 101 - Identification and use of Plants I	3
Horticulture 102 - Lawn and Turf Management	3
Horticulture 103 - Insect and Disease Control	3
Horticulture 104 - Plant Propagation and Plant Breeding	4
Horticulture 202 - Landscaping I	4
Horticulture 203 - Landscaping II	4
Horticulture 205 - Identification and use of Plants II	4
General Education	6
	31

Private Police Services Program

a) Basic Certificate

Law Enforcement 170 - Scope and Purpose of Private Policing	3
Law Enforcement 171 - Private Police and the Criminal Justice System	3
Law Enforcement 172 - Management and Supervision for Private Police	3
Law Enforcement 173 - Issues and Problems of Private Policing	3
Law Enforcement 174 - Law for Private Police	3
	15

b) Associate Applied Science

Curriculum as listed under Basic Certificate with the following additional courses:

Political Science 205 - Public Administration	3
Psychology 201 - General Psychology	3
Psychology 211 - Social Psychology	3
Sociology 201 - Introduction to the Study of Society	3
Sociology 202 - Sociology of Urban Life	3
General Education and Electives	30
	60

Probation Services Program

a) Basic Certificate

Public Service 160 - Principles and Practices of Probation	3
Public Service 161 - Probation Counseling and Supervision I	3
Public Service 162 - Probation Counseling and Supervision II	3
Public Service 163 - Issues in Probation	3
	12

b) Advanced Certificate

Curriculum as listed under Basic Certificate with the following additional courses:

Law Enforcement 102 - Administration of Criminal Justice	3
Law Enforcement 203 - Criminal Law for the Enforcement Officer	3
Law Enforcement 204 - Procedural Law	3
Political Science 205 - Public Adminsitration	3
Public Service 220 - Applied Psychology for Community Workers I	3
Public Service 221 - Applied Psychology for Community Workers II	3
Public Service 222 - Practicum in Public Service I	6
Public Service 223 - Practicum in Public Service II	6
Sociology 205 - Social Problems	3
	33

c) Associate in Applied Science

Curriculum as listed under Advanced Certificate with the following additional courses:

English 107 - Report Writing	3
Psychology 201 - General Psychology	3
Psychology 211 - Social Psychology	3
Sociology 201 - Introduction to the Study of Society	3
Sociology 202 - Sociology of Urban Life	3
	15

Probationary Police Officer Training Program - Advanced Certificate

Counseling 101 - Educational and Vocational Counseling	1
Law Enforcement 101 - Development of Contemporary American Police Systems	3
Law Enforcement 102 - Administration of Criminal Justice	3
Law Enforcement 202 - Issues in Law Enforcement	3
Physical Education 236 - Fitness Programs	2
Psychology 204 - Applied Psychology for Police Officers	4
Public Service 101 - Behavioral Science for Police Officers I	3
Public Service 102 - Behavioral Science for Police Officers II	3
Public Service 130 - Police Operations I	1
Public Service 131 - Communication and Case Reporting	2
Public Service 132 - Law and Court Procedures	3
Public Service 133 - Law Codes I	3
Public Service 134 - Criminal Investigation I	3
Public Service 135 - Problems in Human Behavior	2
Public Service 136 - Professional Skills for Police Officers	2
Public Service 230 - Police Operations II	2
Public Service 233 - Law Codes II	1
Public Service 234 - Criminal Investigation II	1
	42

Public Health Service Program - Advanced Certificate

Allied Health 012 - Introduction to Common Adult Diseases	3
Allied Health 013 - Community Health Aide Practicum I	1
Allied Health 014 - Community Health Aide Practicum II	3
Allied Health 015 - Community Health Aide Practicum III	3
Allied Health 032 - Basic Medical Concepts	3
Public Service 220 - Applied Psychology for Community Workers I	3
Psychology 115 - Psychology of Personal Adjustment	2
Sociology 201 - Introduction to the Study of Society	3
General Education	9
	30

Tax Technology and Accounting Program - Basic Certificate

Business 101 - Fundamentals of Accounting	3
Business 102 - Principles of Accounting	3
Business 205 - Intermediate Accounting I	3

	Business 207 - Intermediate Accounting II	3
	Business 203 - Cost Accounting	3
or	Data Processing 101 - Introduction to Data Processing	3
		15

Urban Progress Center Program - Associate in Arts Degree in Liberal Arts

Specialized Courses	15
General Education	30
Electives	15
	60

Other Programs

In other programs offered by the Public Service Institute an established curriculum structure would be inappropriate. Several of these programs are offered cooperatively with other institutions and involve general education courses selected each semester. They include:

PSI General Program

Architecture and Engineering Program

Co-operative Program with the Health and Hospitals Governing Commission of Cook County - Employee Development Program

Co-operative Program with Michael Reese Medical Center

Federal Careers College Program

In-Service Police Program

Postal Services Program

HEALTH SERVICES INSTITUTE

Curricula

Emergency Medical Technician Program - Recognition Certificate	Credit hours
Nursing 210 - Emergency Medical Technician-Ambulance Driver	5
	5

Physician's Assistant Program

Associate in Applied Science Degree Curriculum in preparation. This will include the following courses:

Nursing 212 - Pathophysiology I	3
Nursing 213 - Pathophysiology II	3
Nursing 214 - Physical Examination I	3
Nursing 215 - Physical Examination II	3

Paramedic Program

Basic Certificate program of 16 credit hours in preparation.

Nurse Aide Preparation Program

Recognition Certificate program of 8 credit hours in preparation.

General Program

The Health Services Institute also offers courses selected each semester in cooperation with a vairety of health agencies. No structured curriculum exists.

CCC GENERAL STUDIES (ADULT EDUCATION) OFFERINGS

AGRICULTURAL SCIENCES

Landscape Gardening

BIOLGOICAL SCIENCE

Chemical Structure of Living Things
Help your Body Help Itself
Human Biology
Introduction to Human Genetics
Marine Biology
Modern Biological Problems
Natural Resources
Science and Human Survival, Part I
Science and Human Survival, Part II
Simple Facts of Human Heredity
Your Body - It's Growth and Development

MATHEMATICAL SCIENCES

Chemical Math
Improving your Mathematics I
Improving your Mathematics II
Math for Civil Service
Math for Technicians
Modern Math for Students and Parents
Shop Mathematics

PHYSICAL SCIENCES

Environment Control - Air and Water Pollution
Oceanography
Physical Science Review
Space Exploration
The Physical Environment - Air
The Physical Environment - Water
The Physical Environment - Land
Astronomy

SOCIAL SCIENCES

Adolescent and His Problems
Afro-American Culture
Afro-American History
Afro-American Policeman in Urban Communities
American Indian History
American Indian Influences on American Civilization
American Politics
Ancient History
Anthropology
Appalachian Studies
Basic Legal Concepts in Civil Rights
Black American

SOCIAL SCIENCES CON'T

Black Experience
American History
China in the Modern World
Geography of Metro Chicago
Chicago's Ethnic Politics
Child Psych for Parents of the Future
Introduction to the United Nations
Consumer Problems and Rights
Historic Indian Tribes of the Chicago Region
Contemporary Moral Issues
Contemporary Urban Problems and Politics
Crossroads Africa
Current Trends in Contemporary Ideas
Decade of Civil Rights History, 1960-1970
Issues of the 70's
Developing Human Potential
Drug and Alcohol Problems of Contemporary Society
Practical Politics and Community Problems
General Social Science
How Does your Baby Grow - Child from Birth to Two
Psychology of the Later Years
Inner-City Simulation Laboratory
Know your Community
Latin American History and Culture
Latin Americans in Chicago: Their Heritage and Concerns
Tenants Education
Mexican American Culture
Neighhorhood City: Trips to Ethnic Communities
New Careers for Older Persons
Nuestra Communidad: Nuestras Derechos En Y Problems
Urban Government and How it Works
Planning and Organizing Day Care Centers
Planning and Organizing for Better Housing
Current Politics
Problems of Family Living
Psychology for Self-Understanding
Psychology for Women Only
Psychology of Adjustment
Psychology of Human Behavior
Psychology of Worker-Boss
Puerto Ricans in Chicago: Their Heritage and Concerns
Role of the Family in American Society
Scandinavian History and Culture
Senior Citizen Group
Social Dynamics of Ghetto Living
Social Inquiry and Criticism in the Photographic Image
Social and Psychological Issues for Everyday Living
Sub-Saharan Africa
The Nature of Prejudice
The Orient
The World of Work: The Crises of Re-entry
Theory of Group Behavior
Two Social Revolutions: Mexico & Cuba in the 20th Century
Understanding Children
Understanding the Handicapped Child

SOCIAL SCIENCE CON'T

Urban Politics and the Citizen
Ways of Mankind
Who are the Americans?
Your Child and His Emotional Problems
Your Teenager

HUMANITIES

Beginning French
Beginning German, Phase I
Beginning Spanish, Phase I
Beginning Spanish, Phase II
Conversational French
Conversational French, Second Level
Conversational German
Conversational German, Second Level
Conversational Greek
Conversational Greek, Second Level
Conversational Italian
Conversational Italian, Second Level
Conversational Lithuanian
Conversational Lithuanian, Second Level
Conversational Polish
Conversational Polish, Second Level
Conversational Russian
Conversational Russian, Second Level
Conversational Spanish
Conversational Spanish, Second Level
Conversational Swahili
Conversational Swahili, Second Level
Best of Shakespeare
Black Roots of Civilization: An Introduction to African Arts
Books and Readers
Chicago Journalists Look at Chicago
Conversational Serbo-Croatian, I
Comparative Religions
Contemporary Black Drama
Contemporary Black Literature
Contemporary Literature
Conversational Arabic
Existential View of Man - Sarte
Great Books
History of Polish Culture
History of Religion I
History of Religion II
International Culture
Introduction to Fiction
Appreciation of Poetry
Appreciation of Literature
Introduction to Philosophy
Know your Chicago
Literature of Women
Persuasive Speech
Russia, It's People and Culture

HUMANITIES

The Female in Fiction
World's Great Philosophers
Literature and the Human Condition
Moral Philosophy in the Modern World
Russia and the Soviet Union
French Cultural Background
Language and Linquistics
Marriage in Lit and other Art Forms
The Chicago Experience in Literature
Polish Literature in English
Conversational Urkrainian
Conversational Urkrainian, Second Level
Beginning Ceramics
Beginning Drawing
Advanced Ceramics
Great Decisions
Introduction to French Poetry
Oil Painting
Water Color Painting
Greece-It's Heritage and Culture
The Intrinsic Metaphor
Contemporary World Fiction
Conversational Irish Gaelic
History of Polish Culture II
Japanese Sumi Painting
Conversational Irish Gaelic, Second Level
Conversational Hebrew I
Conversational Hebrew II
Jewish History & Culture I
Jewish History & Culture II
Man and Mortality
Introduction to Modern Greek literature
Conversational Japanese I
Conversational Japanese II
Oil Painting-Intermediate

FINE ARTS

About Books
Appreciation of Modern Art
Appreciation of Art
History & Aesthetics of Dance as an Art Form
Communications Media
Concert Orchestra
Creative and Critical Approach to Modern Fiction
Principles of Drama
Appreciation of Opera
Exploring the Art Film
Filmed Novel
Fundamentals of Advertising Art and Design
Great Documentary Films
Group Instrumental Music
History of Art
Introduction to Music
Kinetic Arts and Kinetic Media

FINE ARTS CON'T

Contemporary and Modern Art
Introduction to the Elements of Music
Composition and Harmony
Appreciation of Musical Masterpieces
Music Arranging and Composition for the Jazz Orchestra
Theory of Oriental Space Design
Great Issues of the Twentieth Century
The Art and Artists of the Renaissance

ARCHITECTURE

Architecture in the Modern World

BUSINESS

Banking, Investments, and Insurance
Basic Bookkeeping
Business, Finance, and Marketing
Business, Insurance to Real Estate
Business, Record Keeping - Personal and Business
Business, R-cord Keeping - Pers & Bus II
Commodity Marketing
Credit and Financial Institutions
Data Processing
Economic Facts for Non-Economists
Economics and Problems of Small Business
Personal Income Tax-Federal and State
Fortran Programming for Educators
Income Taxes II - Federal and State
Getting and Keeping a Job
Grammar and Letter Form
Hotel and Restaurant Management
Insurance
Investments
Key Punch I
Key Punch II
Managerial Development
Managerial Economics
Marketing (Latino)
Personal Finance - Consumer Economics
Personal Typing I
Personal Typing II
Legal Aspects of a Real Estate Transaction
Real Estate Appraisal
Real Estate Fundamentals I
Real Estate Fundamentals II
Advanced Real Estate Principles I
Real Estate Salesmanship
Retail Management
Salesmanship
Starting your own Business
Techniques of Interviewing
Sales Psychology
Business Writing
Supervisory Management

BUSINESS CON'T

Business Correspondence
Photography for Commercial Employment
Advanced Real Estate Principles II - Ac & Sub
Real Estate Transactions I
Real Estate Transactions II
Real Estate Salesman & Brokers License

OFFICE OCCUPATIONS

Business Guidelines for Job Supervisors
Business Machines
Mechanical Dictation & Transcription
Clerical and Civil Service Training
Filing
Gregg Shorthand
Gregg Shorthand Review
Gregg Shorthand II
Machine Transcription
Office Machines
Business Office Procedures for Prof Student
Pitman Theory Review
Preparing for Civil Service Exams
Procedure for Volunteers in Library
Secretarial Refresher
Steno Typing
Job Development for Men and Women
Introduction to Legal Secretarial Duties
Steno Typing II
Pitman Theory Review II

EDUCATION

Adolescent Development
Audio-visual Instruction
Basic Techniques in Counseling
Career Counseling
Child Development
Group Counseling for Young Adults--Teenagers
Group Counseling for Adults
Helping Your Child with His Reading Problems
How to Teach Arts and Crafts
How to Teach Primary Literature
Improving your English
Improving Student Study Habits and Techniques
Introduction to the Use of the Library
Physical Education - Health
Public Speaking Report Writing
Speech Improvement (for Hearing Impared)
Speech for Career Minded
Teacher Aide Training I
Teacher Aide Training II
The Child - Ages 5 to 10
Nontessori Method of Education

EDUCATION CON'T

The Parent, The Child, The School
The Pre-Schooler
The Process of Tutoring
Theory and Practice of Group Counseling
Training Volunteer Tutors as Teacher Aides in Reading
Understanding Child Behavior
Understanding the Metric System
Personal Selection & Testing by Companies
Phys. Ed. for Health & Physical Development
Basic Seamanship
Body Dynamics
Physical Fitness for Adults
Physical Fitness - Men
Physical Fitness - Women

HOME ECONOMICS

Basic Sewing
Intermediate Sewing
Advanced Sewing
How to Buy a Home
Nutrition and Preparation of Food
Interior Decorating

JOURNALISM

Basics of Journalism
Creative Writing
Introduction to Map Making (Cartography)

LAW

Citizen's Rights and Responsibilities
Consumer Law and Economics
Family Law
Know you Legal Rights
Law For Social Workers
Parliamentary Procedure
Rationale and Sources of Law in the U. S.

MEDICAL

Conversational Business Spanish-Medical
Basic Nutrition
Coordinated Service for Handicapped Children
Drug Abuse - Prevention and Rehabilitation
Alcholism--from Beginning to End
Emergency First Aid
Current Concepts in Gerontological Nursing
Mental Health
Basic Cardiac Arrhythmia Recog.

MEDICAL CON'T

Oncology Nursing for Registered Nurses, I
Nursing Leadership
Pharmachology for LPN's
Techniques & Methods of Programming for Retarded or Educable-Handicapped Children
Team Nursing
The Hospital Nursing Unit
Current Concept in Heart Disease Prevention
Home Care for the Aged
Practical Chemistry for Nurses
Nursing Review I
Nursing Review II
Dentistry from A To Z
Oncology for Nurses II
Nurses Aide Training
Medical Terminology
Pharmacology

SOCIAL WORK

Community Health Problems
Manual Communications
Social Problems and Social Action
Social Service: Community Aid
Social Service: Family Welfare Aid
Social Service: Youth Work Aide
Psychology of the Exceptional Child
Communicative Skills for the Deaf-Beginning
Communicative Skills for the Deaf-Intermediate
Speech--Non-Verbal Communication
Communication Skills for the Deaf-Advanced

ADULT BASIC EDUCATION

College Preparatory
English as a Second Language I
English as a Second Language II
English as a Second Language III
Improving your Spelling
Memory Development
Rapid Reading I
Rapid Reading IICritical Response in Reading
Vocabulary Development

G.E.D. PREPARATORY

High School Equivalency GED I
High School Equivalency GED II
High School Equivalency GED III
Method of Teaching GED Classes

TRADES AND INDUSTRY

Air Conditioning and Refrigeration Survey I
Automotive Electrical System
Automotive Power Training
Automotive Service Station
Aviation Ground School - Primary
Aviation Ground School - Instrument
Aviation Ground School - Meteorology
Basic Electronics
Basic Engineering
Basic Mechanics I
Basic Mechanics II
Blueprint Reading
Fundamentals of Home Repair
Graphic Design and Layout
Home Electrician
Library Technology
Machine Shop
Maintenance of Commercial Vehicles
Basic Bicycle Repair
Power Instrumentation Refresher
Sheet Metal Layout
Transportation
TV-Stereo-Radio Repair
Engraving, Printing & Mechanical Artwork
Geometric Tolerancing & Dimensioning
Industrial Waste Control
The Economics of Transportation
Traffic Transportation & Physical Distribution Management
Management Tools and Concepts
Transporation Law and Regulations
Preventative Maintenance for Aircraft Pilots
Know your Car
Electronics Communication
Automatic Control Technology I
Automatic Control Technology II
Automatic Control Technology III
Blueprint Reading for Building Manager I
Blueprint Reading for Building Manager II
Blueprint Reading for Building Manager III

DRIVER TRAINING

Understanding the Rules of the Road
Defensive Driving

CONTINUING EDUCATION CERTIFICATES OF RECOGNITION

Homemaking	A1-205	Nutrition & Preparation of Food	1
	A1-201	Basic Sewing	1
	A1-202	Intermediate Sewing	1
	A2-113	Fundamentals of Home Repair	1
	A0-934	Personal Finance	1
	A1-404	Family Law	1
		Electives--Sufficient to meet certificate requirements	3
			9 C.E. Units
Improving Family Circumstances	A1-404	Family Law	1
	A1-402	Citizens Rights & Responsibilities	1
	A0-934	Personal Finance--Consumer Ed.	1
	A0-535	Developing Human Potential	1
	A0-926	Investments	1
	A1-105	Career Counseling	1
		Electives--Sufficient to meet certificate requirements	3
			9 C.E. Units
Personal Development	A0-535	Developing Human Potential	1
	A0-565	Psychology for Self-Understanding	1
	A1-821	Vocabulary Development	1
	A0-926	Investments	1
	A1-405	Know Your Legal Rights	1
	A0-530	Current Events	1
	A1-303	Creative Writing	1
		Electives--Sufficient to meet certificate requirements	3
			9 C.E. Units
Intellectual and Cultural Studies	A0-530	Current Events	1
	A0-634	Introduction to Philosophy	1
	A0-703	Appreciation of Art	1
	A0-673	Contemporary World Fiction	1
	A0-715	Exploring the Art Film	1
	A1-303	Creative Writing	1
	A0-641	International Culture and Focus Series	1
		Electives--Sufficient to meet certificate requirements	2
			9 C.E. Units

Certificate of Recognition		Course	
Vocational Skills	A1-105	Counseling	1
	A1-821	Vocabulary Development	1
	A0-903	Basic Bookkeeping	1
	A0-926	Income Taxes	1
	A0-939	Real Estate	1
	A2-110	Basic Mechanics	1
	A2-112	Blueprint Reading	1
	A2-105	Aviation Ground School	1
		Electives--Sufficient to meet certificate requirements	1
			9 C.E. Units
Health, Safety and Environment	A0-408	Air Pollution -Phys. Environment	1
	A0-410	Water Pollution-Phys. Environment	1
	A0-204	Basic Biology	1
	A1-147	Physical Education For Health & Physical Development	1
	A0-403	Oceanography	1
	A0-209	Ecology, Technology, and Human	
	A0-210	Survival I & II	1
		Electives--Sufficient to meet certificate requirements	3
			9 C.E. Units
Community and Civic Development	A0-518	Geography of Metropolitan Chgo	1
	A0-530	Current Events	1
	A1-402	Citizens Rights & Responsibilities	1
	A0-552	Neighborhood City: Trips to Ethnic Communities	1
	A1-405	Know Your Legal Rights	1
	A1-704	Social Problems & Social Action	1
		Electives--Sufficient to meet certificate requirements	3
			9 C.E. Units
Developmental Studies Basic Skills	A1-105	Counseling	1
	A1-821	Vocabulary Development	1
	A1-810	Improving Your Spelling	1
	A1-813	Rapid Reading I	
	A0-302	Improving Your Math	1
	A0-535	Developing Human Potential	1
	A0-935	Typing I	1
		Electives--Sufficient to meet certificate requirements	3
			9 C.E. Units

*This Credit Cannot Be Used For The AA or AAS Degree

A list of cooperating Public and Private Agencies:

Abbie Dring, Free People's Health Center
Academy of our Lady
Ada S. McKinley Center
All American Nursing Center
Alvernia High School
Altgeld Urban Progress Center
American Friends Service Committee
Angel Guardian Senior Center
Aquinas High School
Armed Forces - Europe
Armour Square Senior Citizens Home
Association House
B'Nai Zion Senior Adult Center
Barroto Boys Club
Better Boys Foundation
Board of Health; City of Chicago
Bogan High School
Bowen High School
Briarwood Terrace Nursing Home
Brittany Terrace Nursing Center
Brother Rice High School
Bryn Mawr Nursing Center
Bureau of Administrations, Cook County
Bureau of Forestry, City of Chicago
CCC
  Kennedy-King
  Malcolm X
  Olive-Harvey
  Loop
  Wright
  Mayfair
  Southwest
  CUSI
C.A.M. Academy
Catholic Archdiocese
Calumet High School
Cathedral High School
Central Assembly of God Church
Chelsea House
Chicago Board of Education
Chicago Board of Health
Chicago Council on Foreign Relations
Chicago Park District
Chicago Police Department
Chicago Public Library
Children's Memorial Hospital
Christian Action Ministry
Christopher House
Church of Atonement
Combined Insurance Company of America
Conrad Senior Center
Confederation
Cook County Hospital
Corpus Christi
De La Salle Institute
Department of Adult Probation, Cook County
Department of Buildings, City of Chicago
Department of Building and Zoning, Cook County
Department of Corrections

Department of Highways, Cook County
Department of Highways, State of Illinois
Department of Human Resources, City of Chicago
Department of Personnel, City of Chicago
Devon-Sheridan Senior Center
Don Pedro Albizu Campus Center
Dunbar Park District
Edgewater Library
Edgewater Senior Center
El Hogar Del Nino
Emerald Avenue Church of God
Empact and Company
Employee Development Department U.S. Social Security Administration
Fargo Beach Home
Federal Careers College
Federal Regional Council
Fermi School
Fire Department, City of Chicago
Fisher Senior Adult Center, Jewish Community Center
Five Holy Martyr's Richmond Hall
Ford City Catholic Center
Fourth Presbyterian Church Senior Center
Foreman High School
Gads Hill Community Center
Gage Park High School
Garden View Home
Garfield Community Service Center
Good Counsel High School
Grand Cross Head Start Center
Great Plant National Laboratory
Greater Illinois Peoples' Cooperative Wearhouse
Green Senior Center
Greenview Pavilion
Halsted Urban Progress Center
Harlan High
Harper High School
Henry Hart Senior Adult
Hattie Callner Senior Center
Hollywood House
Hollywood Senior Center
Holy Covenant Church
Holy Family Academy
Holy Trinity High School
Hubbard High School
Ida Crown Jewish Academy
Illinois Drug Abuse Program
Illinois Congress of Ex Offenders
Illinois Institute of Technology
Illinois Masonic Medical Center
Illinois Security Chief Association
Illinois Television Networks
Immaculata High School
Jose Rizal Memorial Center
Judge Green Senior Citizens Apartment
Kebler Bakery Inc.
Kenmore Senior Center
John F. Kennedy High School
Kenwood High School

King Community Service Center
Martin Luther King Health Center
Lane Technical High School
La Universidad Popular
Latino Training Center
Lawndale Urban Progress Center
League of Women Voters
Leo High School
Leslie Goodman High School of Dance
Liberty Hall
Lincoln-Sheffield Senior Center
Lindbloom High School
Little Zinn Baptist Church
Local of C.T.H.
Lourdes High School
Luther High School North
Lawrence House
Lincoln Park Senior Center
Loyola Senior Adults
Samuel Levin Center for Ret'd members, Amalgamated Clothing Workers
Maria High School
Marist High School
Mather High School
Mayer Kaplan Senior Adult
Mendel High School
Methodist Home
Metro High School
Metropolitan Sanitary District of Greater Chicago
Mexican Community Committee
Michael Reese Medical Center
Mini College
Model Cities - Chicago Committee on Urban Opportunity
Mother McAuley High School
Mount Carmel High School
Murphy Motors
Ner-tamid Golden Age Club
New Morning Star Baptist Church
Normandy Terrace Nursing Home
North Shore Baptist Church
Northeastern University Center for Inner City Studies
Northwest Community Organization
Northwest Hospital
Notre Dame High School
Office of the Sheriff of Cook County
Olive-Harvey Community Service Office
Operation Brotherhood
Park View Home for the Aging
Police Department, City of Chicago
Princeton Senior Citizen Center
Pullman Branch Library
Ogden Park Field House
Quaker Church, Chicago Meeting of Friends
Quigley Prep. Seminary North
Quigley Prep. Seminary South

Rafael Cance Miranda High School
Resurrection High School
River Park Field House
Rogers Park Manor Convelescent Home
SCLC Headquarters
Saint Agatha
Saint Anthony
Saint Augustine High School
Saint Basil Church
Saint Benedict
Saint Callistus Church
Saint Carthage
Saint Dorothy's Church
Saint Fedelis Parish
Saint Ferdinand School
Saint Francis Church
Saint Francis DeSales High School
Saint Gall
Saint Genevieve School
Saint Gregory
Saint Georges Parish
Saint Ignatius Parish
Saint James Church
Saint Joseph's Hospital
Saint Kiliam
Saint Mary of the Lake Parish
Saint Mary's Center for Learning
Saint Patricks High School
Saint Procopius Church
Saint Sabina
Saint Scholastica High School
Saint Sebastian's School
Saint Stanislaus Kostka High School
Salvation Army Inner City Services
Sammy Diers School of Theatre
Santa Maria Adolorata Church and School
Schruz High School
Sears Community Center
Self Help Action Center
Senn High School
Senn Park Nursing Center
Seventh Day Adventist Lake Shore School
Sheridan/Argyle Senior Center
Sheridan Gardens Convalescent
Sommerset House
Sisters of Mercy Convent
South Chicago YMCA
South Chicago Neighborhood House
South Chicago Senior Apartment
South Chicago Urban Progress Center
South Commons Community Center
South Lawndale Urban Progress Center
South Shore Library
Southern Christian Leadership Conference
Southside Senior Adult Jewish Community Center
Spaulding High School
State Correctional Facilities
Steinmetz High School

Stockton School
Sullivan Elementary
Taft High School
Temple Sholom Leisure Time Club
The Chicago Council on Foreign Relations
The Chicago Lighthouse for the Blind
The Seventh Step Foundation
Training Department U.S. Railroad Retirement Board
Transitions East Restaurant
Trinity Slovak Lutheran Church
Trinity United Church
U.S. Department of Health Education and Welfare
U.S. Internal Revenue Service
U.S. Post Office
Van Vlissengen School
W.G.C. Workshop
WTTW - Channel 11
Wallpaper Design
West Garfield Urban Progress Center
West Pullman School of Music
Westinghouse Area Vocational High School
Wicker Park Senior Center
William Jones Senior Center
Wright Hall
Near North Urban Progress Center

PROPOSED POLICY

ADJUNCT LECTURESHIPS (JOINT APPOINTMENTS)

Adjunct faculty receiving joint appointments with the City Colleges of Chicago are members of the staff of an institution with which CCC has an identified and approved (cooperative) program. Coordinators or liaison persons representing each institution will be responsible in seeing that the necessary procedures and safeguards have been followed.

In addition to meeting the same qualifications as CCC faculty, the adjunct faculty member should demonstrate some special knowledge or skill which makes him/her particularly well qualified to teach in a specific situation or setting. Courses taught by adjunct faculty must meet the total time requirements per credit hour as apply to on-campus courses and content must be consistent with that specified in approved programs. The instructor will be responsible for providing a course outline or syllabus which is to be on file with the College Coordinator for the program no less than three weeks after the beginning of the course. Grades are to be turned in at the designated time and on the appropriate forms according to the arrangements made with the College Coordinator. Attendance will be recorded for each class session and will be available for audit information.

Adjunct faculty appointments will be initiated by a letter from the institutional coordinator or official of the cooperating institution, accompanied by a completed Personal Data form for the prospective adjunct faculty member and any other supporting documents required. An interview with the prospective faculty member by the College Coordinator (or other appropriate College administrator) will be held prior to appointment. Upon selection of an applicant, a letter of appointment and a Board Report will be prepared; upon Board approval, the letter of appointment will be sent.

In addition to processing the applicant's Personal Data form with the Central Office, the College Coordinator will set up a separate file for each course and/or instructor which will include a copy of the letter from the institution, a copy of the Personal Data form, particulars of the course to be taught, i.e., location, time, students enrolled, a copy of the course outline, and the final class list with attendance data. During the period covered by the course, it will be the responsibility of the College Coordinator to determine that the class has been meeting as scheduled and that College requirements are being met.

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 29 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES